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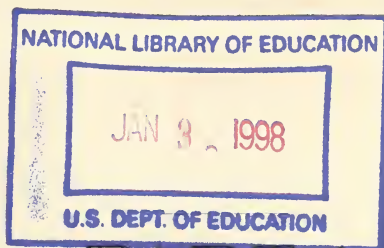
REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1878.



PART I.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1880.



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United States. Bureau of
Education.

Report of the Commissioner
of Education made to the

ERRATA.

Page 108, line 12. Omit the first "it" in the line.

Page 159. The statement relating to school revenue made in the first three lines of the page arose from a misapprehension of the law. A certain part of each \$1,000 raised for public purposes is "apportioned" to the cities and towns, each of which is obliged to raise at least \$350 for school purposes for every \$1 thus apportioned to it.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November, 1878.

SIR: I have the honor to submit my ninth annual report, covering the year 1878.

The financial depression noted in several previous reports has continued. The bulwarks of society have not escaped assault either by ignorant, unfortunate, or unprincipled persons. Education has had its share of these attacks. In the midst of these encounters of sentiment, the thoughtful and patriotic mind has found further occasion for alarm in observing how few, comparatively, of those citizens or statesmen who sincerely desire to maintain our institutions in their purity and vigor have been sufficiently familiar with the history of the questions arising to make that complete defense of our liberties which the facts in our national experience warrant. This has been especially noticeable in the case of certain parts of the public school system, such as the high school, the normal school, supervision, inspection, and adequate salaries. Those who have sowed the idea that anybody is competent, unaided, to decide and act on any educational problem have reaped an abundant crop of absurdities. States, cities, and schools have been seen to blunder back into the errors through which they floundered only a few years before, utterly oblivious of their previous adverse experiences; more frequently still has it been found true that one blunderer has not learned anything from the experience of others, while the discussions as a whole have displayed an utter ignorance and disregard of thorough and far reaching principles. This strain upon our free institutions has tempted not a few, whose moderation would otherwise have restrained them, into measures or expressions of antagonism to our educational instrumentalities. This has been particularly true of those who would modify our present freedom of conscience, and of those who would establish a distinction of classes with a view to a permanent aristocracy, as well as of those who desire to practise some form of destructive communism. Not a few of the steps proposed, if carefully examined, are found to be directly in the return path toward barbarism.

This Office, so easily held to the strictest accountability for every act and opinion, as a place under national control, as "a national clearing house" of educational information, where what has been is carefully recorded and that which indicates the good or bad may be selected, has had its full measure of instructive experiences. It has now passed the first decade of its history. Called for by thoughtful educators in anticipation of the perils that have been in some measure averted and with a hope that it might afford relief or safety therefrom, in the midst of ignorance on the one hand and indifference or opposition on the other, never furnished with either the quarters, the assistants, or the money necessary to do the work required, it has nevertheless, by the hearty coöperation of an increasing number of educators, citizens, and statesmen in our own land and of collaborators throughout the world, been able to accumulate that information about conditions and results in many similar cases which teachers and school officers have found available in this year of special trial as never before. Seeking and desiring to act only as an office of information, it clearly needs, to do its work satisfactorily to itself and to its friends, according to their own standards, first, a sufficient force of competent and trained men and women; second, proper quarters; third, a library which should not be considered complete until it contains everything printed on the subject of education; fourth, a collection of educational appliances, alike necessary to the most intelligent use of the library and to the study and illustration of improvements in school-houses, furniture, apparatus, text books, &c., by those connected with the Office and its visitors; fifth, appropriate

VIII REPORT OF THE COMMISSIONER OF EDUCATION.

means for receiving and collecting information which educators desire to communicate in regard to their systems, institutions, or methods; and, sixth, sufficient means to arrange all of this information, summarize, abstract, digest, and publish it, or communicate it, as may be demanded by the educators of the country.

That the nation has this function, which is solely one of supplying information, in regard to such subjects as agriculture, health, meteorology, and education, and that it must exercise the same or ignore the general welfare, is more and more generally believed.

Respecting the extent to which this Office has performed its part in this national function of supplying intelligence during this year of peril to education and respecting its facilities for performing this duty, it may be said, first, that its clerical force is the same as in previous years; second, that by going through the trial of removal it has come into the possession of quarters which, though still inadequate, afford some advantages not possessed before, especially as they permit the collection illustrating the condition, progress, methods, and appliances of education to be brought into proximity with its library; third, that the accumulation of manuscript information is large and valuable; fourth, that the publications of the Office, its circulars and reports, furnish a comprehensive review of the period covered not otherwise attainable (being rendered specially available by tables of contents and indexes), copies of which are placed in all the educational centres of the country; fifth, that the relation between the Office and the educators of the country, upon which the success and usefulness of the Office have largely depended, is a cordial one. Educators manifest this both by furnishing the Office information, frequently at great labor and expense to themselves, and by their appreciation of the summaries and generalizations it is able to make and the frequency of their calls for the same.

AMERICAN CORRESPONDENTS OF THE OFFICE.

The following summary gives the number of the correspondents of the Office, showing the sources of the information contained in these reports:

Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
States and Territories	37	37	44	48	48	48	48	48	48
Cities		249	325	533	127	241	239	241	258
Normal schools	53	65	98	114	124	140	152	166	179
Business colleges	26	60	53	112	126	144	150	157	163
Kindergärten				42	55	95	149	177	217
Academies		638	811	944	1,031	1,467	1,550	1,650	1,665
Preparatory schools				86	91	105	114	123	125
Colleges for women	33	136	175	205	209	249	252	264	277
Colleges	266	290	298	323	343	385	381	385	389
Schools of science	17	41	70	70	72	76	76	77	80
Schools of theology	80	94	104	140	113	123	125	127	129
Schools of law	28	39	37	37	38	42	42	45	50
Schools of medicine	63	82	87	94	99	104	102	106	112
Public libraries	156	180	306	377	676	2,200	2,275	2,440	2,578
Museums of natural history			50	43	44	53	54	55	55
Museums of art				22	27	27	31		
Art schools					26	29	30		
Institutions for the deaf and dumb	34	36	37	40	40	42	43	45	52
Institutions for the blind	10	26	27	28	28	29	29	30	31
Schools for the feeble-minded		8		7	9	9	11	11	11
Orphan asylums, &c.			77	180	269	408	533	540	638
Reform schools	28	20	20	34	56	67	63	63	78
Total	831	2,001	2,619	3,449	3,651	6,085	6,449	6,750	7,135

THE WORK OF THE OFFICE.¹

The Office has sent out about 20,000 communications and 15,000 packages of documents, and has received about 24,000 communications and 6,000 packages of documents. It has been greatly disappointed in the lack of means for publication: the resolution to print its report for 1877 has not passed Congress; it has been able to print only two circulars of information and to reprint certain special articles demanded from the report of 1876.

FOREIGN CORRESPONDENTS.

The intercourse of the Office with foreign educators has increased in interest. Many important letters have been received and answered. Thirty-five periodicals are examined regularly and important works on education are procured as soon as possible and carefully read, the most valuable parts of which are translated and summarized. The advanced educators of the country constantly demand that this information, which is only accessible through the material in the Office, shall be communicated to the public. An effort has been made in each annual report to find place for a brief summary of the most important facts in regard to education in other countries. Any fuller communication will perhaps necessitate an additional publication by the Office in the form of occasional bulletins.

The following summary shows one item of the work required of the translator:

Foreign periodicals received and examined.

Countries.	Periodicals.						Number of pages.					
	Number.	Daily.	Weekly.	Semi-monthly.	Monthly.	Bi-monthly.	Total.	Daily.	Weekly.	Semi-monthly.	Monthly.	Bi-monthly.
France	8	---	3	1	4	-----	522	---	48	250	224	-----
Germany	8	1	4	-----	2	1	380	8	32	-----	240	100
Austria	2	---	1	-----	1	-----	96	---	16	-----	80	-----
Netherlands	1	---	1	-----	---	-----	8	---	8	-----	-----	-----
Switzerland	1	---	1	-----	---	-----	8	---	8	-----	-----	-----
England	9	1	3	-----	5	-----	336	16	80	-----	240	-----
Canada	3	---	---	-----	3	-----	64	---	---	-----	64	-----
Belgium	1	---	---	-----	1	-----	100	---	---	-----	100	-----
Italy	2	---	---	-----	2	-----	104	---	---	-----	104	-----
Total	35	2	13	1	18	1	1,618	24	192	250	1,052	100

a Or 37,220 pages in one year in the above periodicals.

OFFICE LIBRARY.

Congress has not yet seen fit to grant my repeated request for a librarian, but I have felt compelled, in view of the size and value of the collection of books (numbering ten thousand and pamphlets twenty-five thousand, besides many duplicates) and of the imperative need that it should be made more available for use in the work of the Office, to withdraw from other duties Mr. S. R. Warren, the best informed of my assistants in library administration, and to assign him to the examination, classification, and arrangement of books and pamphlets, in which he has made great progress, par-

¹Two clerks long connected with the Office have resigned: one, Mrs. L. B. Armstrong, did stenographic work and held a confidential position in connection with the correspondence; she performed her exacting labor not only acceptably, but in her conscientious devotion to duty sometimes imperilled her health by doing more than her strength would permit. Another, Mrs. E. H. Disbrow, was assigned to the duty of making special investigations and preparing therefrom the summaries and statements so much demanded in the correspondence and reports of the Office; of cultured mind, her observation extended by foreign travel, ready, accurate, and conscientious as a writer, she performed her difficult task with great satisfaction to the Office. Mrs. H. F. Hovey has been assigned to the former position and Miss A. T. Smith to the latter.

ticularly since the removal to new quarters. The library is in continual danger of damage to its foreign acquisitions and its valuable sets of periodicals on account of the present restriction as to binding of books. This provision of law, which has been repealed by special enactment for every other important collection of books in the executive Departments, still confines this library to the use of cloth and sheep skin for binding, though it is well known that these are the least durable materials for the purpose.

STATISTICS.

The following statistics afford, as no lesser collection could, a satisfactory opportunity to compare, analyze, and comprehend the systems, methods, and phenomena of our education. Feeble indeed is the apprehension which cannot find food for reflection in their study. Here, for the thoughtful inquirer, are recorded losses and gains, defeats suffered and triumphs achieved. These data present an important part of the year's history and hold out promises which will be abundantly fulfilled in the years to come. Statistics never mislead those who use them understandingly. Their silence is more suggestive than a multitude of noises. They offer the only scientific basis for the study of our educational condition, and from their conclusions there is no appeal.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1873, 1874, and 1875.

	1873.			1874.			1875.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(a)	27, 726	1, 564, 663	(b)	16, 488	976, 837	(c)	22, 152	1, 180, 880
Normal schools.....	114	887	16, 620	124	966	24, 405	137	1, 031	23, 105
Commercial and business colleges.	112	514	22, 397	126	577	25, 892	131	594	26, 109
Kindergärten				55	125	1, 636	95	216	2, 809
Institutions for secondary instruction.	944	5, 053	118, 570	1, 031	5, 466	98, 179	1, 143	6, 081	108, 235
Preparatory schools	86	690	12, 487	91	697	11, 414	102	746	12, 954
Institutions for the superior instruction of women.	205	2, 120	24, 613	209	2, 285	23, 445	222	2, 405	23, 795
Universities and colleges....	323	3, 106	52, 053	343	3, 783	56, 692	355	3, 999	58, 894
Schools of science.....	70	747	8, 950	72	609	7, 244	74	758	7, 157
Schools of theology.....	110	573	3, 838	113	597	4, 356	123	615	5, 234
Schools of law.....	37	158	2, 112	38	181	2, 585	43	224	2, 677
Schools of medicine, of dentistry, and of pharmacy.	91	1, 148	8, 681	99	1, 121	9, 095	196	1, 172	9, 971
Institutions for the deaf and dumb.	40	289	4, 531	40	275	4, 900	41	293	5, 087
Institutions for the blind....	23	545	1, 916	29	535	1, 942	29	498	2, 054
Schools for feeble-minded children.	9	213	758	9	312	1, 265	9	317	1, 372
Orphan asylums, industrial schools, and miscellaneous charities.	178	1, 484	22, 107	269	1, 678	26, 360	278	1, 789	54, 204
Reform schools.....	34	579	6, 858	56	693	10, 848	47	678	10, 670

a 533 cities, towns, and villages were included in 1873, which had a population of 10,042,892.

b 127 cities, containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,037,905.

c 177 cities, each containing 7,500 inhabitants or more, reported in 1875; their aggregate population was 8,804,654.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1876, 1877, and 1878.

	1876.			1877.			1878.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools.....	(a)	23,504	1,343,487	(b)	23,830	1,249,271	(c)	27,944	1,556,974
Normal schools.....	151	1,065	33,921	152	1,189	37,082	156	1,227	39,669
Commercial and business colleges.	137	599	25,234	134	568	23,496	129	527	21,048
Kindergärten.....	130	364	4,090	129	336	3,931	159	376	4,797
Institutions for secondary instruction.	1,229	5,999	106,647	1,236	5,963	98,371	1,227	5,747	100,374
Preparatory schools.....	105	736	12,369	114	796	12,510	114	818	12,538
Institutions for the superior instruction of women.	225	2,404	23,856	220	2,305	23,022	225	2,478	23,639
Universities and colleges..	356	3,920	56,481	351	3,998	57,334	358	3,885	57,987
Schools of science.....	75	793	7,614	74	781	8,559	76	809	13,153
Schools of theology.....	124	580	4,268	124	564	3,965	125	577	4,320
Schools of law.....	42	218	2,664	43	175	2,811	50	196	3,012
Schools of medicine, of dentistry, and of pharmacy.	102	1,201	10,143	106	1,278	11,225	106	1,337	11,830
Institutions for the deaf and dumb.	42	312	5,209	43	346	5,743	52	372	6,036
Institutions for the blind..	29	580	2,083	30	566	2,179	30	547	2,214
Schools for feeble-minded children.	11	318	1,560	11	355	1,781	11	422	1,981
Orphan asylums, industrial schools, and miscellaneous charities.	385	3,197	47,439	.....	.....	.....	389	3,688	67,082
Reform schools.....	51	800	12,087	.....	.....	.....	68	996	13,966

a 192 cities of 7,500 inhabitants or more reported in 1876; their aggregate population was 9,128,955.

b 195 cities of 7,500 inhabitants or more reported in 1877; their aggregate population was 9,099,025.

c 218 cities of 7,500 inhabitants or more reported in 1878; their aggregate population was 10,224,270

TABLE I.—PART 1.—*Summary (A) of school age, population, enrolment, attendance, &c.*

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama	7-21	370, 245	.....	160, 713	99, 125	84. 66
Arkansas.....	6-21	216, 475	.....	33, 747	.....	.....
California.....	5-17	205, 475	.....	154, 064	94, 696	144. 2
Colorado.....	6-21	26, 473	.....	16, 641	9, 699	91
Connecticut.....	4-16	138, 407	115, 339	119, 828	73, 565	178. 47
Delaware.....	5-21	35, 649	.....	26, 730	.....	a157. 5
Florida.....	4-21	72, 985	.....	36, 964	23, 933	105. 8
Georgia.....	6-18	433, 444	.....	209, 872	130, 605	b90
Illinois.....	6-21	1, 002, 421	.....	706, 723	c420, 031	154. 22
Indiana.....	6-21	699, 153	.....	512, 535	315, 893	129
Iowa.....	5-21	575, 474	368, 647	428, 362	256, 913	146
Kansas.....	5-21	266, 575	166, 446	177, 806	106, 932	113
Kentucky.....	d6-20	512, 808	.....	248, 000	160, 000	110
Louisiana.....	6-21	274, 406	.....	83, 047	e54, 390	e80
Maine.....	4-21	214, 797	.....	155, 150	108, 940	118
Maryland.....	5-20	276, 120	.....	156, 274	81, 829	122
Massachusetts.....	5-15	c297, 202	.....	310, 181	228, 447	176
Michigan.....	5-20	476, 806	.....	359, 702	e210, 000	150
Minnesota.....	5-21	271, 428	.....	167, 825	.....	85
Mississippi.....	5-21	346, 613	.....	205, 978	115, 976	79
Missouri.....	6-20	688, 248	.....	448, 033	c182, 000	99
Nebraska.....	5-21	104, 030	.....	62, 785	.....	102
Nevada.....	6-18	9, 922	.....	7, 612	4, 666	161
New Hampshire.....	4-21	73, 785	.....	66, 023	48, 410	96. 65
New Jersey.....	5-18	322, 166	.....	202, 634	113, 604	194
New York.....	5-21	1, 615, 256	.....	1, 032, 052	577, 606	179
North Carolina.....	6-21	422, 380	.....	228, 092	132, 553	46
Ohio.....	6-21	c1, 027, 248	757, 440	740, 194	465, 372	155
Oregon.....	4-20	53, 462	.....	26, 992	21, 464	94
Pennsylvania.....	6-21	f1, 200, 000	.....	936, 780	603, 825	145
Rhode Island.....	5-15	g53, 316	.....	45, 629	28, 756	{ h60 182
South Carolina.....	6-16	228, 128	228, 128	116, 239	.....	91
Tennessee.....	6-18	448, 917	.....	261, 152	172, 198	77
Texas.....	8-14	194, 353	.....	146, 946	.....	.....
Vermont.....	5-20	92, 831	.....	73, 081	48, 638	124
Virginia.....	5-21	483, 701	307, 742	202, 244	116, 464	107
West Virginia.....	6-21	209, 532	.....	130, 184	86, 768	96. 36
Wisconsin.....	4-20	478, 692	i201, 645	297, 502	.....	{ b161 189
Total.....	.....	14, 418, 923	2, 145, 387	9, 294, 316	5, 093, 298	.....
Arizona.....	6-21	3, 089	.....	2, 740	890	124
Dakota.....	5-21	12, 201	.....	7, 156	1, 342	.....

a For white schools only.

b In the counties.

c In 1877.

d For colored population the school age is from 6 to 16.

e In rural Louisiana.

f In 1873.

g Census of 1875.

h For evening schools.

i Number between 4 and 15.

Diagram No. 2 shows on the left what percentage of the population of legal school age in the several States and Territories was in daily average attendance, and on the right what percentage of said population was enrolled in the public schools. The fact that the school age varies widely in different States not only partially accounts for the relative positions of the States indicated in the table, but also explains how it is that in Massachusetts more than 100 per cent. of the children of school age are reported enrolled. The percentage of daily average attendance is not given in the States of Arkansas, Delaware, Minnesota, Nebraska, South Carolina, Texas, and Wisconsin, nor in the Territories of Idaho, Montana, New Mexico, Washington, and Wyoming.

Diagram No. 3 shows the average monthly pay of teachers in the States and Territories. Fractions of dollars are disregarded in the diagram, but the exact figures may be found in Table I, Part 1. In the case of Alabama, New York, North Carolina, Tennessee, Texas, Montana, and Wyoming the average compensation is as given in the table, i. e., for the whole body of teachers, and not as given in the diagram, for each sex separately.

TABLE I.—PART 1.—*Summary (B) of the number of teachers employed in the public schools and the average monthly salary of teachers in the respective States and Territories.*

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Alabama.....	3, 278	1, 522	(\$17 44)	
Arkansas.....	710	165	\$50 00	\$40 00
California.....	1, 192	2, 101	83 95	68 21
Colorado.....	226	341	49 90	46 95
Connecticut.....	a752	a2, 329	61 03	36 50
Delaware.....	b235	b278	33 08	26 19
Florida.....	635	335	.....	.....
Georgia.....	3, 654	1, 826	.....	.....
Illinois.....	9, 475	12, 817	54 07	30 87
Indiana.....	8, 039	5, 742	c81 20	c45 80
Iowa.....	7, 561	13, 023	33 98	27 84
Kansas.....	2, 861	3, 498	33 68	27 10
Kentucky.....	1, 600	2, 700	40 00	35 00
Louisiana.....	589	1, 533	d40 00	d37 00
Maine.....	2, 280	4, 540	32 63	15 92
Maryland.....	1, 295	1, 776	40 43	40 43
Massachusetts.....	1, 118	7, 390	75 64	33 04
Michigan.....	3, 916	9, 467	41 41	26 16
Minnesota.....	1, 757	3, 115	37 52	28 12
Mississippi.....	2, 747	2, 016	27 00	27 00
Missouri.....	(11, 268)		36 36	28 09
Nebraska.....	1, 609	2, 121	34 65	25 75
Nevada.....	45	124	106 00	84 00
New Hampshire.....	600	3, 026	37 12	24 26
New Jersey.....	993	2, 436	60 50	36 14
New York.....	7, 978	22, 589	(4 44)	
North Carolina.....	2, 719	1, 003	(2.	.....
Ohio.....	11, 099	12, 292	59 00	.....
Oregon.....	(1, 068)		45 00	.....

a Number of males employed in winter; number of females employed in summer.

b For white schools only.

c In cities.

d Exclusive of New Orleans.

Diagram No. 2,

Showing the relation of enrolment and average attendance to school population.

AVERAGE ATTENDANCE.

ENROLMENT.

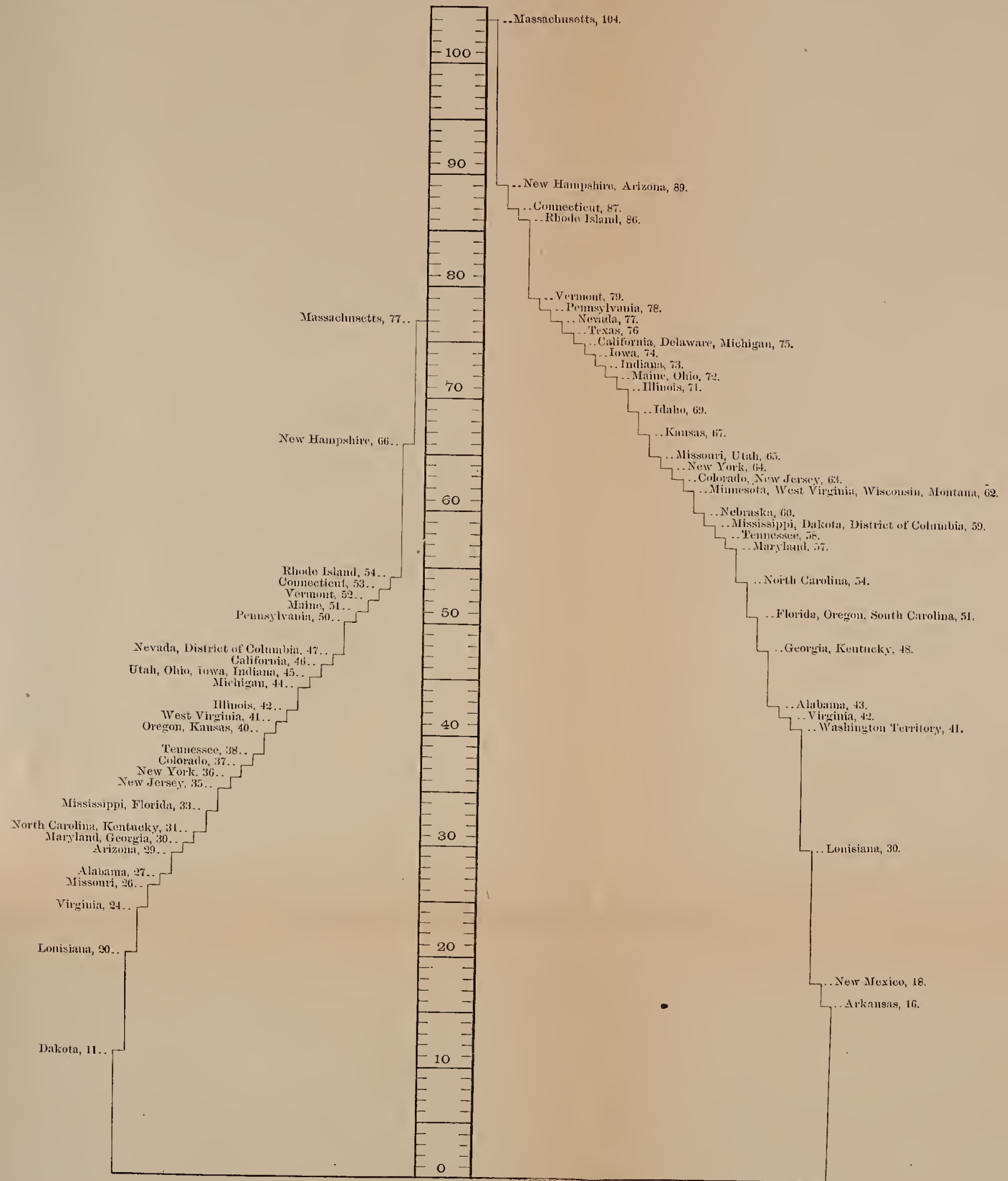


Diagram No. 3,

Showing the average monthly pay of teachers.

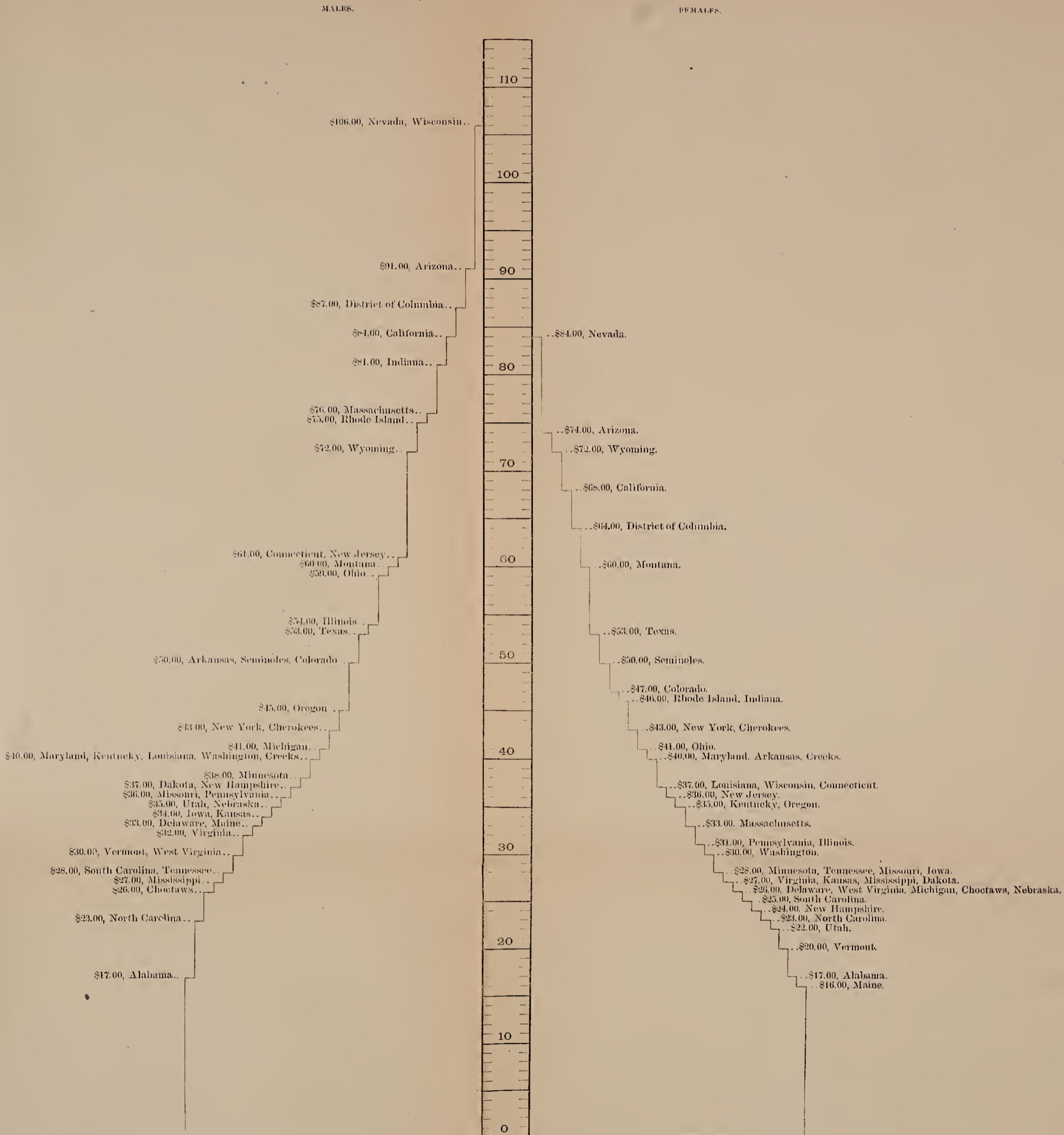


TABLE I.—PART 1.—*Summary (B) of the number of teachers employed in the public schools, &c.—Continued.*

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Pennsylvania	9,319	11,572	\$35 58	\$31 32
Rhode Island	<i>a</i> 300	<i>a</i> 1,012	75 00	45 85
South Carolina.....	1,844	1,273	23 22	25 42
Tennessee.....	4,057	1,535	(<i>d</i> 28 12)	
Texas	(4,330)		(<i>b</i> 53 00)	
Vermont	<i>c</i> 720	<i>c</i> 3,608	30 44	20 00
Virginia.....	2,853	1,750	32 19	27 14
West Virginia	2,822	925	<i>d</i> 29 54	<i>d</i> 26 19
Wisconsin	(9,808)		<i>e</i> 105 55	<i>e</i> 36 53
Total number of teachers in States	(269,132)			
Arizona.....	19	18	91 00	74 00
Dakota	141	189	37 16	26 54
District of Columbia.....	31	339	86 55	64 08
Idaho.....				
Montana	57	59	(59 71)	
New Mexico	132	15		
Utah.....	254	235	35 00	22 00
Washington	134	145	40 00	30 00
Wyoming	21	27	(71 56)	
Indian :				
Cherokees.....	}	(196)	42 80	42 80
Chickasaws				
Creeks.....			40 00	40 00
Choctaws			26 00	26 00
Seminoles			50 00	50 00
Total number of teachers in Territories.....	(2,012)			
Grand total	(271,144)			

a Evening school teachers included.*b* In 1875.*c* In 1877.*d* For white schools only.*e* In cities.

TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &c.

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama	\$377, 188	.....	\$8, 064	\$350, 633	.....	\$358, 697	.....
Arkansas	258, 355	\$4, 435	.....	121, 397	\$6, 788	148, 393	.....
California	3, 820, 661	456, 556	42, 100	2, 272, 551	426, 708	3, 155, 815	\$6, 343, 370
Colorado	281, 674	24, 599	.....	153, 089	26, 184	243, 850	474, 771
Connecticut	1, 509, 159	132, 587	30, 000	1, 041, 041	302, 849	1, 506, 477	.....
Delaware	216, 540	.....	.....	125, 859	90, 681	216, 540	484, 361
Florida	183, 311	.....	11, 595	85, 361	5, 860	134, 880	116, 934
Georgia	411, 453	.....	.....	.....	.....	411, 453	.....
Illinois	9, 634, 723	182, 102	76, 005	4, 445, 657	.....	7, 526, 109	16, 105, 870
Indiana	4, 591, 968	424, 304	.....	3, 065, 968	1, 161, 639	4, 651, 911	11, 536, 647
Iowa	4, 840, 856	726, 790	(a)	3, 011, 230	954, 518	4, 692, 538	9, 356, 129
Kansas	1, 803, 303	265, 061	60, 458	980, 435	235, 463	1, 541, 417	4, 527, 227
Kentucky	1, 827, 575	5, 000	25, 000	1, 000, 000	100, 000	1, 130, 000	2, 300, 000
Louisiana	546, 466	7, 898	32, 139	426, 839	91, 355	558, 231	700, 000
Maine	1, 140, 914	92, 706	30, 339	830, 670	96, 994	1, 050, 709	3, 063, 418
Maryland	1, 540, 861	207, 662	23, 250	1, 122, 414	234, 934	1, 593, 200	.....
Massachusetts	64,535,635	4, 786	54, 985	681, 857	432, 255	5, 166, 988	.....
Michigan	3, 240, 486	655, 338	.....	1, 920, 239	540, 942	3, 116, 519	8, 937, 091
Minnesota	2, 524, 485	77, 471	57, 420	878, 980	480, 814	1, 494, 685	3, 382, 352
Mississippi	626, 268	.....	7, 412	585, 393	.....	592, 805	.....
Missouri	3, 424, 408	.....	.....	2, 320, 430	.....	2, 406, 133	8, 321, 399
Nebraska	665, 068	138, 775	24, 460	444, 500	142, 785	750, 520	1, 806, 467
Nevada	236, 491	27, 589	.....	106, 301	57, 473	205, 147	283, 338
New Hampshire	583, 440	102, 882	14, 093	419, 258	60, 194	636, 635	2, 336, 547
New Jersey	2, 004, 049	382, 243	28, 180	1, 528, 986	64, 640	2, 004, 049	6, 300, 398
New York	10, 646, 651	1, 584, 983	129, 400	7, 756, 844	1, 284, 678	10, 755, 905	30, 147, 589
North Carolina	452, 516	12, 864	13, 495	292, 893	5, 035	324, 287	157, 920
Ohio	7, 842, 011	1, 015, 785	185, 850	4, 956, 514	1, 836, 976	7, 995, 125	21, 329, 864
Oregon	258, 786	80, 535	.....	194, 571	.....	275, 106	483, 060
Pennsylvania	8, 180, 000	1, 118, 186	72, 800	4, 755, 620	2, 241, 371	8, 187, 977	24, 839, 820
Rhode Island	709, 444	175, 363	10, 201	427, 445	66, 761	679, 770	2, 634, 941
South Carolina	316, 197	6, 303	.....	291, 268	21, 459	319, 030	.....
Tennessee	904, 428	55, 035	16, 074	692, 198	30, 925	794, 232	1, 051, 398
Texas	859, 484	29, 648	.....	656, 977	.....	747, 534	.....
Vermont	516, 893	.....	12, 270	407, 835	90, 996	511, 101	.....
Virginia	938, 331	84, 497	43, 268	714, 651	121, 479	963, 895	1, 012, 503
West Virginia	835, 175	57, 726	14, 149	501, 705	113, 695	687, 275	1, 688, 349
Wisconsin	2, 749, 956	252, 651	46, 000	1, 601, 252	217, 632	2, 117, 535	5, 115, 556
Total	86, 035, 264	8, 392, 360	1, 074, 007	51, 358, 861	11, 542, 083	79, 652, 553	174, 837, 319
Arizona	21, 396	3, 406	1, 100	14, 947	1, 943	21, 396	47, 478
Dakota	72, 950	20, 728	.....	30, 489	8, 576	57, 793	60, 319
Dist. of Columbia	373, 606	29, 365	11, 435	237, 189	95, 617	373, 606	1, 181, 664
Idaho	33, 347	.....	.....	23, 082	.....	23, 082	.....
Montana	66, 941	10, 328	.....	.....	.....	65, 505	88, 285
New Mexico	25, 473	.....	.....	15, 432	3, 458	18, 890	.....

a Included in teachers' salaries.

b Total of items reported.

c Only a partial report.

TABLE I.—PART 2.—Summary (A) of annual income and expenditure, &c.—Continued.

Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Utah.....	\$113,413	\$27,463	\$1,500	\$84,230	.....	\$113,193	\$382,112
Washington.....	49,765	.....	.....	.....	.....	49,765	.....
Wyoming.....	24,626	.....	.....	16,400	.....	16,400	.....
Indian:							
Cherokees....	72,298	.....	.....	43,075	.....	73,441	165,000
Chickasaws..	43,000	.....	.....	4,500	.....	21,000	50,000
Creeks.....	13,000	.....	.....	11,200	.....	13,000	.....
Choctaws....	29,022	.....	.....	12,000	.....	27,534	.....
Seminoles....	4,000	.....	.....	2,250	.....	2,800	.....
Total.....	942,837	91,290	14,035	494,794	\$109,594	877,405	1,974,858
Grand total.	86,978,101	8,483,650	1,088,042	51,853,655	11,651,677	80,529,958	176,812,177

a Estimated by the Bureau.

TABLE I.—PART 2.—Summary (B) of per capita expenditure.

States and Territories.	Expenditure in the year per capita of the school population.	Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 5 and 16, including interest on the value of all school property.
Cherokees (Indian Territory).....	\$24 78	\$35 76	\$62 76	.....	.....
Massachusetts	15 26	14 62	19 85	.....	.....
California	a13 74	a18 59	a28 19	ab\$13 74	ab\$14 04
Choctaws (Indian Territory)	12 62	25 62	38 96	.....	.....
Rhode Island.....	c12 53	c17 10	c19 33	.....	.....
Connecticut	10 71	12 37	20 14	12 85	.....
Montana	10 65	14 22	.....	.....	.....
Colorado	10 14	16 40	27 66	.....	.....
District of Columbia	8 91	15 13	19 08	9 62	11 59
Iowa	8 22	11 05	18 43	12 84	14 27
Illinois	a7 45	a10 63	.....	.....	.....
Nebraska	7 21	11 95	.....	.....	.....
Indiana	7 04	9 60	15 57	.....	.....
Arizona	6 92	8 00	24 03	.....	.....
Ohio	6 85	9 51	15 10	9 29	10 93
Michigan.....	a6 05	a10 80	a13 52	.....	.....
Minnesota.....	5 59	8 90	.....	.....	.....
Oregon	5 146	.....	.....	.....	.....
New Jersey	5 10	8 12	14 47	.....	.....
Maryland	5 06	8 95	17 09	.....	.....
Vermont	5 04	6 43	9 62	.....	.....
Kansas	4 88	7 32	12 18	7 82	10 54
Wisconsin	4 52	7 24	.....	d10 69	d12 43
Maine	4 50	6 18	8 80	.....	.....
Washington	3 82	9 24	.....	.....	.....
West Virginia.....	3 33	5 23	5 78	.....	.....
Utah	3 33	5 25	7 63	3 33	.....
Kentucky	2 00	4 00	5 00	.....	.....
Louisiana	2 00	6 72	.....	.....	.....
Virginia.....	1 83	4 37	7 59	2 87	3 07
Mississippi.....	1 70	2 93	3 46	.....	.....
Tennessee	a1 53	a3 70	a4 91	.....	.....
Alabama	97	2 25	3 64	.....	.....
Georgia	95	1 96	3 15	.....	.....
North Carolina.....	767	1 42	2 445	.....	.....
Delaware.....	.....	7 72	.....	.....	.....
Pounsylvania.....	.....	7 61	11 81	.....	.....
New Hampshire.....	.....	a7 34	a14 40	.....	.....

a In 1877.

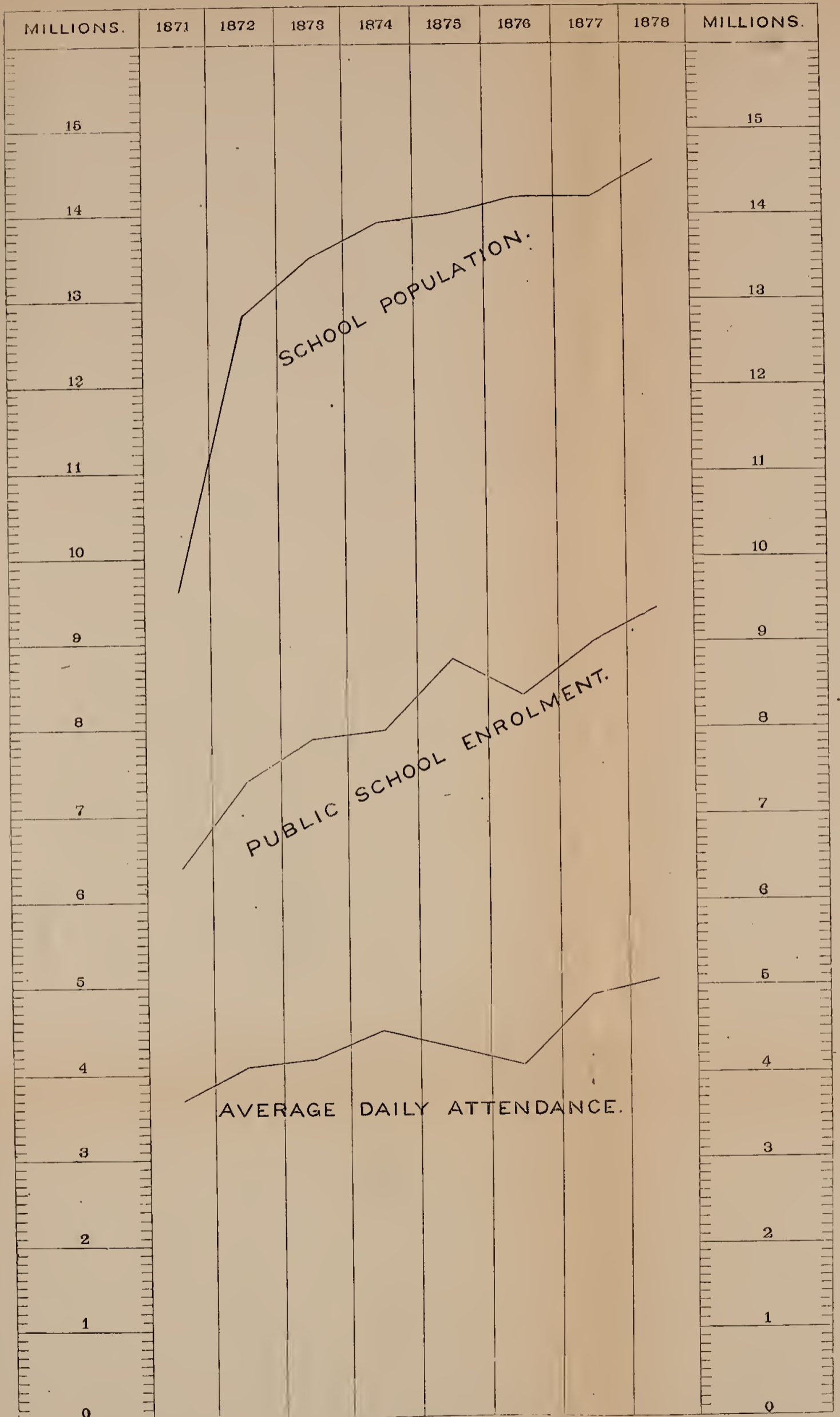
b Per capita of population between 5 and 17.

c Includes expenditure for evening schools.

d Per capita of population between 4 and 15.

Diagram No. 4,

Diagram showing the total school population, the total public school enrolment, and the average daily attendance on public schools for the whole country, from 1871 to 1878, inclusive.



GENERALIZATIONS BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.¹

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for 1873, 1874, 1875, 1876, 1877, and 1878, as collected by the United States Bureau of Education.

	Year.	Number report- ing.		In States.	In Territo- ries.
		States.	Territo- ries.		
School population	1873	37	11	13,324,797	134,123
	1874	37	11	13,735,672	139,378
	1875	36	8	13,889,837	117,685
	1876	37	8	14,121,526	101,465
	1877	38	9	14,093,778	133,970
	1878	38	9	14,418,923	157,260
Number enrolled in public schools.....	1873	35	10	7,865,628	69,968
	1874	34	11	8,030,772	69,209
	1875	37	11	8,678,737	77,922
	1876	36	10	8,293,563	70,175
	1877	38	10	8,881,848	72,630
	1878	38	10	9,294,316	78,879
Number in daily attendance.....	1873	31	5	4,166,062	33,677
	1874	30	4	4,488,075	33,489
	1875	29	5	4,215,380	36,428
	1876	27	5	4,032,632	34,216
	1877	31	4	4,886,289	34,119
	1878	31	5	5,093,298	38,115
Number of pupils in private schools.....	1873	22	5	472,483	7,859
	1874	13	5	352,460	10,128
	1875	13	5	186,385	13,237
	1876	14	3	228,867	9,137
	1877	12	4	203,082	6,088
	1878	12	4	280,492	6,183
Total number of teachers.....	1873	35	6	215,210	1,511
	1874	35	8	239,153	1,427
	1875	36	9	247,423	1,839
	1876	37	9	247,557	1,726
	1877	37	9	257,454	1,842
	1878	38	9	269,132	2,012
Number of male teachers.....	1873	28	5	75,321	529
	1874	28	7	87,395	499
	1875	31	8	97,796	656
	1876	32	9	95,483	678
	1877	33	9	97,638	706
	1878	34	8	100,878	789
Number of female teachers.....	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
	1876	32	9	125,644	898
	1877	33	9	138,223	986
	1878	34	8	141,780	1,027

¹Respecting the accompanying diagram showing school population, enrolment, and average attendance, it may not be out of place to caution the reader that the curves indicate the figures as reported; for instance, the abrupt rise in school population from 9,632,969 in 1871 to 12,740,751 in 1872 is attributable to the fact that only 29 States reported the item in 1871, while 37 reported in 1872. So in the case of average attendance in 1875: only 29 States report the item, while 37 report their enrolment, thus explaining the absence of concomitant variation in these items which may be generally looked for.

Statistical summary showing the school population, enrolment, &c.—Continued.

	Year.	Number report- ing.		In States.	In Territo- ries.
		States.	Territo- ries.		
Public school income.....	1873	35	10	\$80,081,583	\$844,666
	1874	37	10	81,277,686	881,219
	1875	37	8	87,527,278	1,121,672
	1876	38	9	86,632,067	717,416
	1877	37	9	85,959,864	906,298
	1878	38	10	86,035,264	942,837
Public school expenditure.....	1873	36	10	77,780,016	995,422
	1874	35	9	74,169,217	805,121
	1875	34	9	80,950,333	982,621
	1876	36	10	83,078,596	926,737
	1877	37	8	79,251,114	982,344
	1878	38	10	79,652,553	877,405
Permanent school fund.....	1873	28	1	77,870,887	137,507
	1874	28	.....	75,251,008	.....
	1875	28	3	81,486,158	323,226
	1876	30	2	97,237,909	1,526,961
	1877	26	2	100,127,865	2,106,961
	1878	32	1	106,138,348	1,506,961

BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE STATES.

The comparisons under this head are, as a rule, between the school years 1876-'77 and 1877-'78, whether so expressed or not.

NEW ENGLAND STATES—MAINE.

As in several preceding years, the number of children entitled to instruction in the public schools fell off here once again in 1878, the diminution being 2,620 this time. Still, doing what could be done for the lessened number to be taught, the people kept up the full teaching force, adding to it more persons trained in normal schools, and thus so increased the attractiveness of the instruction in the public system that, even with 278 fewer pupils on the rolls, the average attendance in winter schools increased by 1,287, and that in summer schools by 1,823. This was an increase on an increase, the average attendance of the year before having been greatly in advance of that of 1875-'76. It all goes to justify the statement of Superintendent Luce, that the general supervision of the schools was more efficient, the teaching better, and the public interest in education greater than in former years.

NEW HAMPSHIRE.

Here, with 367 more youth to be taught, there were 2,012 fewer enrolled in public schools, private and church schools apparently absorbing these. But, notwithstanding this large diminution of enrolment, the average attendance in the public schools rose 489 above that of 1876-'77. There were 61 more graded schools, 12 more town and district high schools, 153 more schools with maps and globes, 101 more teachers with the training of the normal school, and 152 more with the experience of at least two successive school terms.

VERMONT.

The statistics for 1877-'78, although much more meagre than in previous years, show an increase of 406 in youth of school age and an additional enrolment of 1,658 public school pupils, or more than four times the reported increase of school population, while the daily average attendance advanced 3,320 beyond that of 1877, more than doubling the increase of enrolment. The large additional enrolment seems to have

been drawn in some measure from the private schools, which had 1,387 fewer pupils on their lists; but the great advance in daily attendance, more than eight times the increase of school youth, may be fairly ascribed to better public schools.

MASSACHUSETTS.

Instead of a decrease in the youth of school age, as in 1876-'77, Massachusetts reports an increase of 827 such youth, with an additional enrolment of 2,349 and 5,743 more pupils in average attendance. The ratio of this attendance on the number of youth of school age went up more than 4.5 per cent. Then in evening schools there were both an increased enrolment and a much larger increase of pupils ordinarily present. That this increase in the public schools was not drawn from private ones is apparent from the fact that these also showed enlarged attendance, so that the growth both of enrolment and of steady school-going must have been from the class of youth not previously in the schools. An increase in the stringency of the truant laws and of those forbidding the employment of young children without schooling has probably had some effect in thus adding to the previous attendance, but a still better reason appears in the figures of the statistics, which show that 1,162 more teachers in the State system were from the normal schools. Further development of the methods of instruction in the town of Quincy has also much influenced the State.

RHODE ISLAND.

The enumeration of the youth of school age here having been made only once in five years, the increase of youth entitled to instruction cannot be determined in the intermediate years. In 1877-'78 the enrolment of such youth in the public schools exceeded by 1,134 that of the preceding school year. The prevalence of epidemic diseases kept down the attendance, the average monthly belonging in the schools falling off 699 from even that of 1876-'77, and the average daily attendance still more; this, too, notwithstanding more extended grading of the schools and more general employment of normally trained teachers.

CONNECTICUT.

With a school population 1,308 more than in 1876-'77, the total of different enrolments in the State schools increased 620, and the increase of average attendance both in summer and winter schools was about double the rise in enrolment. As private and church schools exhibited a like increase, the total of registration in all kinds of schools rose to the high ratio of 94.6 on the enumeration of educable youth. As far as the State system was concerned, this is further accounted for by continued progress in gradation of the schools, 9 more graded ones being reported, with 36 more different departments.

MIDDLE ATLANTIC STATES—NEW YORK.

Youth of school age, 29,022 more than in 1876-'77; enrolled in public schools, 8,337 more; in average daily attendance on these schools, 18,069 more, and this with an expenditure of \$349,729 less upon the public system, the private schools showing a considerable falling off—such is substantially the statistical record as to New York State for the school year 1877-'78. Almost the only drawbacks seem to be a depreciation in the value of school property, a continued diminution in the pay of teachers, and, possibly as a consequence of this, an apparently somewhat lowered standard in the general average of the teaching force.

NEW JERSEY.

As heretofore, steady advance in most respects marked the New Jersey school system in 1877-'78, the increase of enrolment in the public schools exceeding by 137 the increase in children of school age, while the average attendance advanced 1,855 beyond the increased school population. The attendance, too, was more prolonged than in 1876-'77, there being 2,379 more pupils attending 10 months, 4,482 more from 8 to 10 months, and 1,652 more from 6 to 8 months, the average time of school for all being made about 10 days longer than in the previous year. Better grading of the schools, better quality of teachers, more libraries for school use, more extensive meetings of officers and teachers for consultation and improvement, gave further indication of a progressive spirit.

PENNSYLVANIA.

Financial difficulties hindered progress here, the depression in the great mining and manufacturing interests of the State so greatly lessening receipts from taxes as to prevent the treasurer from issuing anything like the regular constitutional sum for public schools. Hence came reduction of teachers' pay and curtailment of expenditure wherever it could be curtailed. Still, things went forward: 29,368 more pupils entered the public schools; 28,228 more were in average attendance on them, and, with large additions also to private and church schools, the number not in school was diminished by 2,716. To meet increasing population, 42 new school districts were created and 284 more schools established, one-half of this increased number being graded, the whole number graded within the year reaching 151. To meet demands for reading out of school, 254 more districts were supplied with libraries; 328 new school-houses were built, 680 had new furniture and 689 additional apparatus, while many more experienced and normally trained teachers were employed. All this was done with \$320,000 less receipts for schools and \$395,402 less expenditure.

DELAWARE.

The figures given here are too few and too irregular to afford a safe basis for comparison of year with year. There being no annual census, the increase of children of school age cannot be known. The increase of enrolment in the public schools, which began especially to show itself on the institution of a new system in 1875-'76, continued in 1877-'78, there being 1,432 more white pupils in the schools supported by the State for them and 552 more colored pupils in the schools to which the taxes of the colored people are appropriated. The average attendance does not appear. There is, however, undoubtedly better teaching through the examinations to which teachers have been subjected and through the institutes held for their improvement.

MARYLAND.

Again no census to indicate progress in school population. The enrolment in the State schools, however, increased by 5,998 and average daily attendance in these schools by 6,103 in 1877-'78. There were 33 more schools in operation and 165 more teachers in employment, but, in consequence of diminution of funds for the schools from the State treasury, receipts fell off \$96,722, the average monthly pay of teachers, \$1.52, and the school term, an average of 2 days for the whole State.

VIRGINIA.

In this State, as in Maryland and Pennsylvania, a falling off in receipts from the State treasury interfered seriously with the progress of the schools, which had for years previous been considerable. Hence, though there were 541 more whites enrolled and 135 more in average attendance, the diminution of enrolment in the colored schools, which seem to have especially suffered, was 3,271; that in average attendance, 1,514. The whole enrolment thus fell off 2,730; the whole average attendance, 1,379. There were also, from the same cause, 127 fewer schools, 137 fewer teachers, with a decrease in the average monthly pay of teachers and in the average length of the annual school term.

SOUTHERN ATLANTIC STATES—NORTH CAROLINA.

North Carolina exhibits increase at almost every point in the State school system: of 14,084 in youth of school age, of 26,333 in the enrolment in her schools, of 28,380 in the average attendance, of 500 in the school districts organized, of 714 in the schools taught, of 1,340 in the total of the teachers, and of \$46,069 in the receipts for public schools. And through the instruction of both white and colored teachers at the two State summer normal schools, which were begun in 1877 and continued in the following year, the quality of the teaching has also doubtless been improved.

SOUTH CAROLINA.

Progress here too is evident, the receipts for free schools having been \$126,844 beyond those of 1876-'77, the enrolment of whites in them 7,674 beyond and that of colored pupils 6,169 beyond, with 439 more schools, 468 more school-houses, 443 more teachers,

and these apparently of better quality through examinations of greater strictness. The State normal school remained closed as in the previous year, so that there were fewer normally trained teachers.

GEORGIA.

Progress again; about 10,000 more youth of school age, taking the average of a quadrennial school census; 19,246 more of this age in public schools; 11,445 more in average daily attendance, with a growth of 497 in the number of free schools and of 580 in the number of teachers employed in them; this too while private and church schools increased by 10 in number, the teachers in them by 61, and their whole enrolment by 4,066.

FLORIDA.

With no enumeration since 1876, this State cannot report the increase of school population in 1877-'78, but does report 5,828 more enrolled in her free schools; 2,151 more in average attendance daily; 105 more public schools, and 142 more teachers for them, with an addition of \$11,569 to the receipts for schools and of \$13,600 to the principal of her available school fund.

GULF STATES — ALABAMA.

Youth of school age were reported to be 798 more in number here than in 1876-'77, and not only was this whole additional number gathered into the State schools, but, through fresh activity growing out of new arrangements in the school system, more than twenty-one times that number, viz, 17,142. Then also 1,437 more colored pupils were, on an average, present daily in the schools. The whites showed less zeal and constancy in their attendance, and through their irregularity there was a total falling off of 3,893 in the average daily attendance, notwithstanding the additional enrolment.

MISSISSIPPI.

Statistics of 1877-'78, though much less full than those of the preceding year, are unusually encouraging, showing 23,362 more youth entitled to school advantages, an addition of nearly twice this number (45,450) to those previously in the free schools, and of 18,677 to the average daily attendance.

LOUISIANA.

The extensive prevalence of yellow fever, in an unusually fatal form, during the summer and autumn of 1878 prevented in several parishes the making out of the reports for the preceding school year. From 9 parishes there were no reports whatever; from 2 others, next to none. Chiefly from this cause the enrolment in the public schools for 1877-'78 seems less by 8,171 than that of 1876-'77, although there was an increase of 6,905 in youth entitled to attend and of 497 in the schools provided for them, with 475 more teachers. The average attendance is not given. Receipts and expenditures for free schools went much beyond those of the year before, and from his personal observations in the schools he visited Superintendent Lusher thought their general condition better than in any previous session for several years.

TEXAS.

There was here undoubtedly a considerable increase in the youth of school age in 1877-'78; but, from the imperfection of preceding returns on this point, it cannot be told how great this increase was. The number in the State free schools was 13,378 greater than in the year before, while 732 more schools were organized, 243 new school-houses built, 747 more teachers kept employed, and \$245,843 more expended. The average school term, too, was considerably lengthened, though in several counties it remained lamentably short, the number of non-attendants on State schools increasing too, and the number of illiterates among the children of school age reaching 61,123.

SOUTHERN CENTRAL STATES — ARKANSAS.

Growing in population like her neighbor Texas, Arkansas had in 1877-'78 a school population 12,908 beyond that of 1876-'77, but failed to gather this increase into her schools, the enrolment in these reaching less than one-sixth of the youth of school age, and going only 377 further than the year before; this, too, notwithstanding the

earnest efforts of an active superintendent to improve, extend, and vitalize the system. There was some increase of school buildings, but a falling off in valuation of the whole; some growth in the number studying grammar and higher branches, but large diminution of those in the more elementary studies; 49 more teachers, and better returns from the school officers.

KANSAS.

Kansas reports 33,701 more children of school age, 19,731 more enrolled in public schools, and 12,923 more in average daily attendance. Other statistics are: 271 additional school districts; 466 more sending in reports; 363 the increased number of school-houses; 354 of them built during that year; school property enhanced in value \$250,133; the average time of school extended 5 days; 379 more teachers of the higher grades, and 83 fewer of the lower; the average pay of teachers raised in some proportion to this improvement, with receipts, expenditures, and available school fund all showing signs of like advance.

MISSOURI.

If the reported statistics were correct, which the State superintendent evidently doubts, the growth at some points here was wonderful: 134,970 in the number of youth of school age, 83,994 in the pupils on the public school lists, 352 in the number of school-houses, 543 in the number of the schools, 1,839 in the number of the teachers. Still, with this increase, there seems to have been, from lack of efficient county supervision, much want of system in the school work outside of cities. In the cities good work seems to have been done, St. Louis, with its excellent arrangements and efficient school force, setting in this respect a good example to the State.

KENTUCKY.

The few figures given here for two years past afford a slender basis of comparison. Such as there are appear, on the whole, to indicate retrogression rather than advance: 13,777 more children to be taught, but 393 fewer on the State school rolls and 17,607 fewer in average attendance; 370 more teachers, but 59 fewer new school houses in which to teach; an increase in the estimated value of school property, but a considerably smaller amount expended on the schools.

TENNESSEE.

The record here is extremely encouraging, the additional enrolment in the State schools including not only the full increase of youth of school age, 6,459, but more than five times this number, 33,509; the additional average daily attendance reaching also 29,932. The public schools, too, kept fairly up with this increase of attendance, numbering 742 more than in 1876-77, with 591 more teachers and an additional expenditure of \$103,160 on them. Private schools also increased somewhat in number and considerably in attendance, so that the total educational gain throughout the State was very noteworthy.

WEST VIRGINIA.

Out of a school population increased by 16,926 children, there were enrolled in the free schools 4,852 more pupils and 2,515 more were in average daily attendance. The average school term was lengthened $5\frac{1}{2}$ days; 120 additional schools were opened, 17 of them graded and 4 of them high schools; the general condition of the school-houses is said by the superintendent to have been improved, and, though there were somewhat fewer teachers, the quality of those employed is reported to have been better than it had been in previous years.

NORTHERN CENTRAL STATES—OHIO.

The State of Ohio reported 14,715 more school children, 17,954 more actually in the schools, and 17,272 more continuously under instruction in 1877-'78 in the public schools, besides 12,354 additional in private and church schools, the number of the instructed gaining thus 15,593 on the number of illiterates within the year. The number of school-houses did not increase proportionately, but 481 new buildings were erected, one of them (that for the Central High School at Cleveland) a noble structure. With 388

additional teachers, 189 more were permanently employed. Yet, with all the increase thus recorded, and with \$343,822 expended on new school-houses, the whole expenditure for the whole State system was reduced by \$41,469. One interesting evidence of effective teaching was the fact that work of pupils in the schools of Cincinnati, collected without any special preparation and sent to the Paris Universal Exposition, received both gold and silver medals there in recognition of its excellence.

MICHIGAN.

A moderate growth appears here of 7,362 in youth of school age, of 2,563 in enrolment in the public schools and 1,676 in private ones, of 55 districts with graded schools and 92 with ungraded, of 81 in the number of school-houses, of 3,364 in the sittings thus provided, of 2 days in the average time of public schools, of 382 in the number of public school teachers, and of \$67,709 in the receipts for support of schools; expenditures, however, falling off, in part from a lessening of the pay of teachers, which has long been going forward and is evidently telling on the schools. Valuation of school property, too, fell off \$258,084.

INDIANA.

With only 4,447 more educable youth in 1877-78 than in the previous year, this State presents an additional enrolment of 13,809 pupils in her public schools and an additional average daily attendance of 17,569, a gain of 9,362 in the former case and of 13,122 in the latter on the illiteracy once complained of — this, too, without counting 1,210 more pupils enrolled in vacation private schools or 485 more in average daily attendance on these schools. The record shows also a gain of 57 districts in which schools were taught, of 52 in district graded schools (the graded ones in townships falling off 13), of 1 day in the average length of the school term, of \$159,525 in the valuation of school property, of 69 in the number of public school-houses, and of 207 in the number of teachers in these. Almost the only falling off of any note was of \$3,608 in the value of school apparatus, of \$281,163 in receipts for public schools, and of \$21,855 in expenditure upon them, this last apparently from a continued reduction of the pay of teachers.

ILLINOIS.

Gain on the whole marked the public school history of 1877-78 in this State also: 10,067 more children of school age; 12,244 more enrolled in public schools (a part of these last apparently absorbed from private schools, which lost 9,213);¹ 153 more districts with 5 months' school or over; 13 more with that useful means of improvement, a school library; 131 more public school-houses, 212 new ones having been built during the year, partly in place of others torn down; 465 more public schools, 20 more teachers in them, out of 299 additional coming from normal schools; a considerable advance (\$7.90) in average monthly pay of men (although the pay of women went down \$1.36), and in the estimated value of school property a gain of \$2,030,874. Receipts for public schools were less by \$25,498; but by the reduction noted in the pay of female teachers and by close economy in other things, the expenditures were brought down \$176,416 below those of the former year, or \$150,918 below what was required by the decreased income.

WISCONSIN.

Increasing only 304 in the number of children entitled to a training in her public schools, Wisconsin yet enrolled in those schools 6,232 more pupils, besides 2,102 instructed in other ways. Not giving us, however, the average daily attendance, we cannot tell how far these additionally enrolled were kept up to their educational advantages. To provide for the increased enrolment, she gave 7,175 more sittings in free schools; had 241 more school-houses, 27 more graded schools, and otherwise added to school privileges. For instance, 651 more districts purchased the text books for their schools, in the interest at once of uniformity, convenience, and economy; 183 more lent these books to pupils without charge, except for damage; 511 more sold them to parents or pupils at rates much less than these would otherwise have had to pay; and

¹ The great test of school efficiency, average daily attendance, is not given.

in the average length of the school term there was an advance of 12 days in the county schools, though those of cities were on an average shorter by 4 days. For some of the improvements the teachers had to pay, their wages being considerably cut down.

MINNESOTA.

A great advance in the number of school children meets us here in 1877-78, the additional number reaching 33,066. But much of this large growth of school material seems to have gone to waste, less than one-fifth of the addition shown by census having been gathered into schools of any kind, while average attendance of the enrolled is not exhibited. School districts, however, were increased by 114, school-houses by 66, the average length of school term by 4 days, the valuation of school property by \$401,835, the receipts for schools by \$271,329, the expenditures for them by \$313,358, and the capital of the available State school fund by \$456,745. Wages of men teaching went up, on an average, 77 cents a month; those of women decreased an average of 19 cents.

IOWA.

The increase of material for schooling in this State was only 7,615, less than one-fourth of that in Minnesota. But here, almost the whole increase was gathered into public schools, the additional enrolment in them reaching 7,199. And what is better still, the greater part of this addition to the schools was held in average attendance, which increased 5,541 beyond that of 1876-77. The accommodations for the advanced enrolment and attendance seemed to have been proportionate, 317 new frame school-houses, with 47 fewer brick and stone or log ones, giving 270 absolutely additional buildings, while in these 718 more teachers cared for and taught the newcomers. School-houses were hence rated \$116,728 higher, the apparatus in them going up also \$14,625. Receipts for schools, however, falling off \$508,173, the pay of teachers had to be reduced somewhat.

NEBRASKA.

The progress upwards from three years of depression, which Superintendent Thompson thought he saw in 1877, had considerable interruption in 1878. Youth of school age were more numerous by 11,869; but only 6,011, or 60 per cent. of these, were drawn into the public schools, while no record indicates how many were retained there in average daily attendance. To accommodate the increase there were only 19 more school houses; to teach the 6,011 more pupils, only 6 more teachers, the pay of teachers through diminished receipts for schools being cut down 81 cents a month for men and \$6.05 for women.

COLORADO.

The still unsettled and restless character of a large part of the Colorado population prevented the gathering into the State schools of more than 2,556 additional scholars out of 4,861 more youth of school age, or about 56.7 per cent. of the increased material, with an additional average attendance of 1,558. This, under the circumstances, is a favorable record, and so are the statements that there were 59 more districts organized, 30 more school-houses used, with 677 added sittings and 37 more teachers employed; receipts for schools, too, going up \$26,529. The only disappointing things are that with such additional receipts and additional pupils we find the wages of teachers very seriously lowered and the school term lessened on an average 17 days throughout the State.

STATES ON THE PACIFIC SLOPE—NEVADA.

Of the 558 additional children of school age, 471 were in school, more than half of them in public schools. They were not held as well as could be wished, however, the average daily attendance diminishing by 134, notwithstanding the increased enrolment. Other statistics vary considerably, 7 fewer districts reporting and 2 fewer levying a tax for schools; but those that reported show 42 more public schools, with 10 new school-houses; 2 days longer average school terms; school property increasing by \$30,032 in valuation, but receipts for schools diminishing by \$20,411; teachers numbering 14 more, but 10 fewer of them having first grade certificates, and average pay of lady teachers showing the reduction of \$5.53 a month.

CALIFORNIA.

1877-'78 was an off year in this State, where full reports are made biennially. The comparatively few statistics given show, however, a continuance of the progress which has usually marked the great Commonwealth of the western coast: 5,408 more youth of age for the free schools, 3,262 more of this age and 11,411 more of all ages in such schools, 5,157 more in daily average attendance, 101 more school districts, 44 more public schools, 126 more teachers working largely at a somewhat lessened pay, although receipts for school purposes advanced by \$210,493, the valuation of school property also rising \$410,127 above that of 1876-'77.

OREGON.

In Oregon, 3,230 more school children only slightly increased the enrolment in the schools, but the additional average attendance, 7,077, was more than twice as great as the increase in school population. Then, too, more school districts were organized, more new schools put in operation, and a large number of additional teachers kept employed, while the valuation of school property and the receipts for public schools went up in apparently a fair proportion to the limited resources of the people.

THE TERRITORIES.

Alaska remained still unorganized in 1878, and had therefore no educational system. The only schools were the two for native children kept up by agents of the Alaska Commercial Company, according to contract with the Government of the United States, and two or three mission schools at Sitka and Fort Wrangell.

Arizona reported 1,837 more youth enrolled in public schools and 310 more held to their studies in average daily attendance, with 6 more teachers and some increase in the value of school property, but a lessening of the average time of schools by 66 days, although \$2,989 more were spent on them.

Dakota had 1,155 more school children and gathered 719 more into her schools, which numbered 47 more than previously, under 76 more teachers. Still, the average attendance fell off by 62, though 41 more men were employed as teachers, at higher rates of wages, and \$32,431 more were expended for the schools.

The *District of Columbia* by a special census ascertained that there had been since 1870 an increase of 7,129 in the number of youth of school age, an average of about 1,000 for each year. The increase of enrolment in the public schools was, for the school year under review, 578 beyond this average increase of material; that of average daily attendance, 815 beyond; showing decided inroads upon the illiteracy and non-attendance of earlier years. The number of additional seats and teachers was in fair proportion to the additional scholars; but the pay of the teachers was reduced because of the heavy financial burdens of the District.

Idaho, with 914 additional youth of school age, gathered 801 more into the schools;¹ organized 10 more school districts, had 11 more school-houses and at least 7 more schools; received (including a balance from preceding year) \$9,981 more for free schools, and expended for them \$4,319 more.

The *Indian Territory* had 5,993 pupils of the five civilized tribes (497 more than in the previous year) enrolled in 198 schools, under 196 teachers. Of other tribes in that Territory and elsewhere, there were 6,229 enrolled and 4,142 in average attendance in 168 schools, under 221 teachers; a considerable advance in the number of schools, of enrolled pupils, and of those regularly in attendance, but a decrease of 20 in the number of teachers. This, however, was more than made up by an increase of 100 in the missionaries, not classed as teachers, but often doing very effective teaching. A most promising effort for the education and civilization of a number of selected Indian youth in schools at the East superior to their own, and removed from all the bad influences of wild tribes, was successfully begun in 1877-'78, and seems likely to be eminently beneficial.

Montana, out of 754 more children of school age, enrolled 652 in her public schools and increased by 685 the average daily attendance in these schools, though the attendance on private schools diminished by 98. The remaining record for the year was 2

¹Average daily attendance not reported.

more school districts organized, 1 more school-house occupied, 9 more schools taught, 23 more teaching all the prescribed branches, a lengthening of the school term by an average of 2.37 days, an increase of the value of school property by \$32,800, and an expenditure of \$11,401 more on the public schools.

New Mexico, having no responsible superintendent of her few public schools, made no official report of them for 1878.

Utah reported 19 more district schools, 19 more teachers in them, 1,931 more pupils out of 2,812 more of school age, 1,529 more in average daily attendance; but a shortening of the average school term by 9 days, a large reduction in the pay of men engaged in teaching, and an expenditure of \$46,871 less upon her schools.

Washington, with 1,997 more children to be taught, reported 2,115 fewer in the public schools, without stating the average attendance. There were, however, 43 more school rooms, 26 more days of school, 59 more teachers; but a reduction of school income and apparently of expenditure on teachers in the last year covered by report, which in this case was 1876-'77.

Wyoming made for 1878 no statistical report; but one from the governor to the Secretary of the Interior declares the school system to be excellent, the school buildings good, attendance made obligatory, teachers liberally paid, both sexes equally for the same service, and provision made for fuller training of these teachers through institutes conducted by the county superintendents.

COMPARATIVE STATISTICS OF EDUCATION AT THE SOUTH.

Table showing comparative population and enrolment of the white and colored races in the public schools of the recent slave States, with total annual expenditure for the same, in 1878.

States.	White.			Colored.			Total expenditure for both races, <i>a</i>
	School population.	Enrolment.	Percentage of the school population enrolled.	School population.	Enrolment.	Percentage of the school population enrolled.	
Alabama	214,720	96,799	45	155,525	63,914	41	\$358,697
Arkansas	6159,388	624,850	16	657,087	68,897	16	148,393
Delaware	31,849	23,830	75	3,890	2,909	76	216,540
Florida	40,606	618,169	45	42,001	618,795	46	134,880
Georgia	236,319	137,217	58	197,125	72,655	37	411,453
Kentucky	459,253	222,000	50	53,126	19,107	36	1,130,000
Louisiana	688,567	43,197	49	6108,548	33,632	31	558,231
Maryland	6213,669	130,058	60	663,591	26,216	41	1,593,260
Mississippi	6161,257	6108,996	68	6187,064	636,952	52	592,805
Missouri	650,368	428,975	66	37,880	19,298	51	2,406,133
North Carolina	273,767	146,681	54	148,613	81,411	55	324,257
South Carolina	83,813	54,118	65	144,315	62,121	43	319,030
Tennessee	336,817	206,810	61	112,100	54,342	49	794,232
Texas	149,719	6105,485	70	44,634	641,461	93	747,534
Virginia	280,849	140,472	50	293,852	61,772	30	963,895
West Virginia	201,237	126,233	63	8,295	3,951	48	687,275
District of Columbia	26,426	15,056	57	12,374	7,786	63	373,606
Total	3,608,654	2,024,946	.....	1,578,930	675,150	.....	11,760,251

a In Delaware and Kentucky the school tax collected from colored citizens is the only State appropriation for the support of colored schools; in Maryland there is a biennial appropriation by the legislature; in the District of Columbia one-third of the school moneys is set apart for colored public schools; and in the other States mentioned above the school moneys are divided in proportion to the school population without regard to race.

b Estimated by the Bureau.

c In 1877, and as then reported, the school age for whites was 6-20; for colored, 6-16.

d Exclusive of New Orleans, where no distinction of race is made; the school population of the city is 6,918.

e Census of 1870.

Statistics of institutions for the instruction of the colored race for 1878.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute	Huntsville, Ala	Meth	2	60
State Normal School for Colored Students.....	Huntsville, Ala .....	.....	.....	666
Lincoln Normal University	Marion, Ala .....	.....	5	225
Emerson Institute	Mobile, Ala	Cong	5	117
State Normal School for Colored Students.....	Pine Bluff, Ark.....	.....	1	91
Normal department of Atlanta University.....	Atlanta, Ga	Cong .....	.....	173
Haven Normal School	Waynesboro', Ga	Meth	3	100
Normal School	Lexington, Ky	Cong	4	342
Normal department of Straight University....	New Orleans, La	Cong	67	232
Peabody Normal School	New Orleans, La .....	.....	2	35
Baltimore Normal School for Colored Pupils...	Baltimore, Md .....	.....	4	100
Centenary Biblical Institute	Baltimore, Md	M. E	5	75
Natchez Seminary	Natchez, Miss	Bapt	2	60
Tougaloo University and Normal School	Tougaloo, Miss	Cong	9	132
Lincoln Normal Institute	Jefferson, Mo .....	.....	4	139
State Normal School for Colored Students.....	Fayetteville, N. C .....	.....	3	74
Bennett Seminary	Greensboro', N. C	Meth	3	105
Lumberton Normal School	Lumberton, N. C .....	.....	1	49
St. Augustine's Normal School	Raleigh, N. C	P. E	4	106
Shaw University	Raleigh, N. C	Bapt	616	267
Avery Normal Institute	Charleston, S. C	Cong	9	185
Fairfield Normal Institute	Winnsboro', S. C	Presb	4	390
Knoxville College	Knoxville, Tenn	Presb	10	287
Freedman's Normal Institute	Maryville, Tenn	Friends	4	229
Le Moyne Normal and Commercial School	Memphis, Tenn	Cong	7	200
Central Tennessee College, normal department.	Nashville, Tenn	M. E	68	83
Normal department of Fisk University	Nashville, Tenn	Cong	5	259
Tillotson Normal School	Austin, Tex .....	.....	2	146
Hampton Normal and Agricultural Institute ..	Hampton, Va	Cong	21	332
St. Stephen's Normal School	Petersburg, Va	P. E	6	200
Richmond Normal School for Colored Pupils...	Richmond, Va .....	.....	6	175
Miner Normal School	Washington, D. C .....	.....	2	14
Normal department of Howard University	Washington, D. C	Non-sect ..	5	83
Normal department of Wayland Seminary	Washington, D. C	Bapt	(d)	(d)
Total .....	.....	.....	169	5,236
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity School	Athens, Ala	Cong	2	155
Swayne School	Montgomery, Ala .....	.....	6	426
Burrell School	Selma, Ala .....	.....	6	421
Talladega College	Talladega, Ala	Cong	13	235
Cookman Institute	Jacksonville, Fla	M. E	5	140
Clark University	Atlanta, Ga	M. E	3	138
Storrs School	Atlanta, Ga	Cong	6	701
Lewis High School	Macon, Ga	Cong	3	87

a Average monthly attendance.

b For all departments.

c In addition to the aid given by the American Missionary Association, this institute is aided from the income of Virginia's agricultural college land fund.

d Reported under schools of theology.

Statistics of institutions for the instruction of the colored race for 1878—Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
St. Augustine's School	Savannah, Ga	P. E.	a3	a75
La Têche Seminary	Baldwin, La	M. E. ....	.....	.....
St. Francis Xavier's Schools	Baltimore, Md	R. C. ....	.....	265
Scotia Seminary	Concord, N. C.	Presb.	9	153
St. Augustine's School	New Berne, N. C.	P. E.	a2	a224
Washington School	Raleigh, N. C. ....	.....	6	435
St. Barnabas School	Wilmington, N. C.	P. E.	1	100
Williston Academy and Normal School	Wilmington, N. C.	Cong.	6	125
Albany Enterprise Academy	Albany, Ohio	Non-sect. ..	1	.....
High School for Colored Pupils	Charleston, S. C.	P. E.	a4	a224
Wallingford Academy	Charleston, S. C.	Presb.	6	261
Brainerd Institute	Chester, S. C.	Presb.	6	269
Benedict Institute	Columbia, S. C.	Bapt.	4	131
Brewer Normal School	Greenwood, S. C.	Cong.	1	58
Canfield School	Memphis, Tenn.	P. E.	a1	a100
Nashville Institute	Nashville, Tenn.	Bapt.	8	203
Wiley University	Marshall, Tex.	M. E.	3	123
Richmond Institute	Richmond, Va.	Bapt.	b4	b104
St. Philip's School	Richmond, Va.	P. E.	a2	a86
St. Mary's School	Washington, D. C.	P. E. ....	.....	a40
Total .....	.....	.....	111	5,290
UNIVERSITIES AND COLLEGES.				
Atlanta University	Atlanta, Ga.	Cong.	b13	71
Berea College	Berea, Ky.	Cong.	b12	144
Leland University	New Orleans, La.	Bapt.	6	c91
New Orleans University	New Orleans, La.	Meth.	b12	b143
Straight University	New Orleans, La.	Cong. ....	.....	27
Shaw University	Holly Springs, Miss.	Meth.	4	59
Alcorn University	Rodney, Miss.	Non-sect. ..	9	84
Biddle University	Charlotte, N. C.	Presb.	b7	132
Wilberforce University	Xenia, Ohio.	M. E.	b19	154
Lincoln University	Oxford, Pa.	Presb.	9	74
Clafin University and College of Agriculture	Orangeburg, S. C.	M. E.	8	268
Central Tennessee College	Nashville, Tenn.	M. E.	6	272
Fisk University	Nashville, Tenn.	Cong.	7	68
Agricultural and Mechanical College	Alta Vista, Tex. ....	.....	.....	.....
Howard University d	Washington, D. C.	Non-sect. ..	8	d33
Total .....	.....	.....	120	1,620
SCHOOLS OF THEOLOGY.				
Rust Biblical and Normal Institute	Huntsville, Ala.	Meth.	2	.....
Theological department of Talladega College	Talladega, Ala.	Cong.	2	20
Institute for the Education of Colored Ministers	Tuscaloosa, Ala.	Presb. ....	.....	.....
Augusta Institute	Augusta, Ga.	Bapt.	3	111
Theological department of Leland University	New Orleans, La.	Bapt.	2	55
Thomson Biblical Institute (New Orleans University)	New Orleans, La.	M. E.	1	16
Theological department of Straight University	New Orleans, La.	Cong. ....	.....	11

a In 1877.

b For all departments.

c These are preparatory.

d This institution is open to both races, and the numbers given are known to include some whites.

Statistics of institutions for the instruction of the colored race for 1878—Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
SCHOOLS OF THEOLOGY—Continued.				
Centenary Biblical Institute	Baltimore, Md	Meth.	6	29
Theological department of Shaw University ...	Holly Springs, Miss.	Meth.	2	17
Theological department of Biddle University ..	Charlotte, N. C.	Presb.	3	9
Theological department of Shaw University	Raleigh, N. C.	Bapt.	2	60
Theological Seminary of Wilberforce University	Xenia, Ohio	M. E.	5	
Theological department of Lincoln University.	Oxford, Pa.	Presb.	7	22
Baker Theological Institute (Claflin University)	Orangeburg, S. C.	Meth.		
Theological course in Fisk University.	Nashville, Tenn.	Cong.	2	12
Theological department of Central Tennessee College.	Nashville, Tenn.	M. E.	4	33
Richmond Institute	Richmond, Va	Bapt.	3	86
Theological department of Howard University.	Washington, D. C.	Non-sect.	4	41
Wayland Seminary	Washington, D. C.	Bapt.	6	94
Total			49	623
SCHOOLS OF LAW.				
Law department of Straight University.	New Orleans, La.		4	28
Law department of Shaw University.	Holly Springs, Miss.		1	6
Law department of Howard University.	Washington, D. C.		3	10
Total			8	44
SCHOOLS OF MEDICINE.				
Medical department of New Orleans University.	New Orleans, La.		5	8
Medical department of Shaw University.	Holly Springs, Miss.		1	4
Meharry Medical Department of Central Tennessee College.	Nashville, Tenn.		4	22
Medical department of Howard University.	Washington, D. C.		7	60
Total			17	94
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Institution for the Colored Blind and Deaf-Mutes. <i>a</i>	Baltimore, Md		b11	31
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C.		c15	90
Total			26	121

a In 1877.*b* Includes other employes.*c* For all departments.

Summary of statistics of institutions for the instruction of the colored race for 1878.

States.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrollment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	155,525	63,914	4	12	468	4	27	1,247
Arkansas	57,087	8,897	1	1	91	.....	.....	.....
Delaware	3,800	2,900	.....	.....	.....	.....	.....	.....
Florida	42,001	18,795	.....	.....	.....	1	5	40
Georgia	197,125	72,655	2	3	273	4	15	1,001
Kentucky	53,126	19,107	1	4	342	.....	.....	.....
Louisiana	108,548	33,632	2	9	267	1	.....	.....
Maryland	63,591	26,216	2	9	175	1	.....	265
Mississippi	187,064	96,982	2	11	192	.....	.....	.....
Missouri	37,880	19,208	1	4	139	.....	.....	.....
North Carolina	148,613	81,411	5	27	601	5	24	1,038
Ohio .....	.....	.....	.....	.....	.....	1	1	.....
South Carolina	144,315	62,121	2	13	675	5	21	943
Tennessee	112,100	54,342	5	34	1,058	2	9	303
Texas	44,634	41,461	1	2	146	1	3	123
Virginia	202,852	61,772	3	33	707	2	6	190
West Virginia	8,295	3,951	.....	.....	.....	.....	.....	.....
District of Columbia	12,374	7,786	3	7	102	1	.....	40
Total	1,578,930	675,150	34	169	5,236	28	111	5,290

States.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama .....	.....	.....	.....	3	4	20	.....	.....	.....
Georgia	1	13	71	1	3	111	.....	.....	.....
Kentucky	1	12	144	.....	.....	.....	.....	.....	.....
Louisiana	3	18	261	3	3	82	1	4	23
Maryland .....	.....	.....	.....	1	6	29	.....	.....	.....
Mississippi	2	13	143	1	2	17	1	1	6
North Carolina	1	7	132	2	5	69	.....	.....	.....
Ohio	1	19	154	1	.....	5	.....	.....	.....
Pennsylvania	1	9	74	1	7	22	.....	.....	.....
South Carolina	1	8	268	1	.....	.....	.....	.....	.....
Tennessee	2	13	340	2	6	50	.....	.....	.....
Texas	1	.....	.....	.....	.....	.....	.....	.....	.....
Virginia .....	.....	.....	.....	1	3	86	.....	.....	.....
District of Columbia	1	8	33	2	10	135	1	3	10
Total	15	120	1,620	19	49	626	3	8	44

Summary of statistics of institutions for the instruction of the colored race for 1878.

States.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Louisiana.....	1	5	8	.....	.....	.....
Maryland.....	.....	.....	.....	1	11	31
Mississippi.....	1	1	4	.....	.....	.....
North Carolina.....	.....	.....	.....	1	15	90
Tennessee.....	1	4	22	.....	.....	.....
District of Columbia.....	1	7	60	.....	.....	.....
Total.....	4	17	94	2	26	121

Table showing the number of schools for the colored race and enrolment in them by institutions without reference to States.

Class of institutions.	Schools.	Enrolment.
Public schools.....	14,247	675,150
Normal schools.....	34	5,236
Institutions for secondary instruction.....	23	5,290
Universities and colleges.....	15	1,620
Schools of theology.....	19	626
Schools of law.....	3	44
Schools of medicine.....	4	94
Schools for the deaf and dumb and the blind.....	2	121
Total.....	14,352	688,181

a To these should be added 403 schools, having an enrolment of 20,675, in reporting free States, making total number of colored public schools 14,650 and total enrolment in them 695,825; this increases the total number of schools above given by 403 and the enrolment by 20,675, making the total number of schools, as far as reported, 14,755, and total number of the colored race under instruction in them, 703,856; this, however, does not include the colored public schools of those States in which no separate reports are made.

The difficulties encountered in the progress of educating the colored race which originate from race prejudice, are gradually disappearing. Familiarity with the negro as a free man and a citizen has shown the white man that the same human nature exists in both and that the same influences operate alike on black and white. The character and conduct of the colored people are to be affected by the training they receive during youth; their white fellow-citizens are beginning to see that idleness, vice, and crime are the inevitable result of neglect and that these decrease when the proper kind of training is afforded.

I say the proper kind of training advisedly. There are many ignorant colored preachers whose own vices react most unfavorably upon their people. But this fact makes a prudent, sober, and upright colored preacher or teacher valued and respected by both races. The teacher who even for a single school term restrains the colored youth around him from filthiness, petty thieving, and low vices, and inculcates ideas and habits of cleanliness, abstinence from liquor, and enforces truth telling and honesty all the time that he is teaching reading, writing, and ciphering is acknowledged

to be a public benefactor, and his return is welcomed. Again, just as soon as good training shows its natural results in the character and conduct of young men, they are esteemed as a benefit to the community instead of a burden to it.

Houses for colored schools are generally needed. Increasing numbers of these are built every year, but in the rural districts and smaller towns the colored churches are generally used for this purpose.

Another great need is worthy and competent teachers. The prejudice against white teachers for colored children has not passed away altogether, although the number of white teachers in these schools is increasing. The growing disposition to substitute good and competent for incompetent or unworthy teachers is causing the white people to look with increased favor on the meritorious schools and colleges established for the training of colored men and women.

DEAR SIR: Having received information from correspondents of this Office that the yellow fever left some little time ago to correspondents in charge of schools for the training of orphans and infants in ing how many of these children they could accommodate and on what conditions. I have tabulated sire to aid in the charitable work.

I am, dear sir, very respectfully, yours,

State.	Place.	Name of orphanage.	Name of manager.
District of Columbia...	Washington ..	St. Ann's Infant Asylum	Sister Agnes.....
Illinois	Chicago.....	Chicago Foundling's Home	George E. Shipman ...
	Chicago.....	Chicago Protestant Orphan Asylum.	Miss S. M. Horton....
	Chicago.....	St. Joseph's Orphan Asylum.....	Sister Mary Joseph. ..
Iowa.....	Andrew	German and English Asylum for Orphans and Destitute Children.	Rev. J. G. Rembold...
Maryland.....	Baltimore....	Hebrew Orphan Asylum of Baltimore.	J. Gabriel.....
Michigan	Detroit	St. Vincent's Orphan Asylum	Sister M. Stella
Ohio	Cleveland....	Cleveland Protestant Orphan Asylum.	A. H. Shunk.....
	Cleveland....	St. Mary's Orphan Asylum	M. Masson.....
	Mt. Vernon ...	Home for Friendless Children	G. W. McWherter
Pennsylvania	Philadelphia..	Southern Home for Destitute Children.	F. W. Lewis
	Pottsville.....	Benevolent Association's Home for Children.	Albertine Bigelow ...
	Reading	St. Catharine's Orphan Asylum	Sister Mary Carroll...
	Womelsdorf ..	Bethany Orphans' Home.....	D. B. Albright.....
Virginia.....	Norfolk.....	Norfolk Female Orphan Asylum....	M. F. Mallory

YELLOW FEVER AND THE SCHOOLS.

The prevalence of the yellow fever in the Mississippi Valley and its continuance into the autumn prevented the opening of schools at the usual time. This was true not only of the larger cities, such as New Orleans, Memphis, and Vicksburg, but of many of the small interior towns. A few teachers and many pupils were reported among its victims. After the termination of the epidemic, statements began to reach the Office in regard to a large number of orphans left wholly or partially destitute. This Office acted in its usual capacity as a medium of communication, and much interesting correspondence passed between it and teachers and school officials from whom came appeals in behalf of destitute orphans, and between it and orphan asylums in other parts of the country which might be so situated as to be able to receive them.¹

¹DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION, *Washington, D. C., December, 1878.*

many children in the Southern States in a parentless and often destitute condition, I addressed letters the States of Maryland, Pennsylvania, Ohio, Indiana, Illinois, Michigan, Wisconsin, and Iowa, inquiring below the information thus far received, and hope it will prove of service, especially to those who de-

JOHN EATON, *Commissioner.*

Religious con- nection.	Can accommo- date—	For what annual sum per capita.	Remarks.
R. C	15-20	\$60 00	No children kept after 5 years old.
Non-sect	12	-----	Requires no compensation from beneficiaries; will provide outside for 6 girls from 12 to 18 months old and for 6 about a month old in the home.
Non-sect	50	-----	Means must be furnished to provide beds and bedding. Would prefer girls.
R. C	20-30	120 00	Want means to furnish building, and, if obtained, will accommodate 20 to 30 girls, at a cost of \$10 a month for each.
Ev. Luth	20	-----	Age from 2 to 12; payment according to the ability of those sending.
Jewish	-----	150 00	Will receive a limited number if they will fulfil the requirements of the by-laws; may be able to receive some without compensation, if necessary.
R. C	25	-----	Will provide for them at as low a rate as any other institution, and may take a larger number than 25.
Prot	25-30	100 00	The number given is the number they would like to care for; the sum per capita, the cost per annum for their own children; what they can do depends upon class of children and amount yearly appropriated. Age, 2 to 10. Must have legal control of children received.
R. C	30	52 00	Must be female white children; requires \$1 a week for their support.
Non-sect	20	100 00	Children must be sound in body and mind.
Non-sect	10	104 00	\$2 a week for each child.
-----	-----	-----	Will admit children if \$150 a year is paid for each.
R. C	20	78 00	\$1.50 a week must be furnished for each; girls only received.
Ref	50	150 00	Must undergo an examination to prevent the introduction of infectious disease.
Non-sect	-----	-----	Cannot accommodate for want of means, but will favorably receive any proposals relating to the support of children by enlargement of building by other means.

EDUCATION OF WHITES IN THE SOUTH.

The evidences of improvement in school-houses and in the qualifications of teachers for white schools in the South should not pass unnoticed. In several States many young persons, both men and women, who are seeking means to pay for their own education, have taught the local public schools. They and their friends have received new light upon the importance of this work, and bring to the advantage of their home methods of instruction what they observe in colleges and seminaries during their terms of study. Obtaining an education for themselves is a serious business; they understand its cost, and life before them receives its coloring accordingly. They see universal education in new relations to themselves and the community. They have discovered light and hope amid the darkness of the new order of things; their courage strengthens with their aspirations. In their own time, they may be reckoned among the benefactors of the coming generations. The new scholarships and prizes of the Peabody fund supply about a hundred worthy, promising, struggling young people with the means of advancing their own education and fitting themselves for greater efficiency as teachers.

PEABODY FUND.

Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 to 1878, inclusive.

Year.	Virginia.	North Carolina.	South Carolina.	Georgia.	Florida.	Alabama.
1868.....	\$4,750	\$2,700	\$3,550	\$3,562	.....	\$1,000
1869.....	12,700	6,350	7,800	9,000	\$1,850	5,700
1870.....	10,300	7,650	3,050	6,600	6,950	5,950
1871.....	15,950	8,750	2,500	3,800	6,550	5,800
1872.....	29,700	8,250	500	6,000	6,200	9,900
1873.....	36,700	9,750	1,500	13,750	7,700	6,000
1874.....	31,750	14,300	200	6,500	9,900	9,700
1875.....	23,350	16,900	100	9,750	1,800	2,200
1876.....	17,800	8,050	4,150	3,700	1,000	5,500
1877.....	18,250	4,900	4,300	4,000	6,500	3,700
1878.....	15,350	4,500	3,600	6,000	3,900	1,100
Total	316,600	92,100	31,250	77,662	52,350	56,550

Year.	Mississippi.	Louisiana.	Texas.	Arkansas.	Tennessee.	West Virginia.	Total.
1868.....	\$1,338	\$8,700	.....	.....	\$4,800	.....	\$35,400
1869.....	9,000	10,500	.....	\$4,300	11,900	\$10,900	90,000
1870.....	5,600	5,000	\$1,000	11,050	15,050	13,600	90,600
1871.....	3,250	12,400	.....	9,200	22,650	9,150	100,000
1872.....	4,550	11,500	.....	12,250	23,250	17,900	130,000
1873.....	6,800	.....	.....	11,400	27,800	15,750	137,150
1874.....	6,700	2,750	1,000	3,600	33,100	15,100	134,600
1875.....	5,400	1,000	1,350	1,500	27,150	10,500	101,000
1876.....	9,950	2,000	4,450	1,000	10,100	8,600	76,300
1877.....	5,990	2,000	10,800	6,300	15,850	6,810	89,400
1878.....	600	8,000	8,550	6,000	14,600	5,050	77,250
Total	59,178	63,850	27,150	66,600	206,250	112,760	1,061,700

The wise administration of the trustees of the Peabody fund, through their very able agent, Dr. Barnas Sears, has recognized the changing demands of the South by applying the much needed aid of the fund more especially to the preparation of teachers. Aid is afforded to school journals to a limited extent, and teachers' institutes in several States have been assisted somewhat more; but most of the income has been expended in granting scholarships and in the establishment of a normal college at Nashville. The University at Nashville furnishes the buildings, and the instruction is conducted by the very worthy and competent Dr. Stearns. The pupils are among the most promising men and women in the several States represented. It is to be hoped that the opportunity thus afforded the city of Nashville and the State of Tennessee to establish a permanent institution for the training of teachers will be fully understood and appreciated by the officers and the people of the State. The sum of money needed would be comparatively small and the results to the intelligence and prosperity of the State it would be difficult to describe. Many of the most eminent citizens of the State are doing their utmost to secure prompt and adequate action in this matter.

SUPERVISING SCHOOL OFFICERS.

Superintendents of education, of instruction, of common schools, or of free schools (sometimes styled commissioners) are elected by the people in 21 States and 2 Territories, viz: Alabama, Arkansas, California, Colorado, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Nebraska, Nevada, North Carolina, Ohio, Oregon, South Carolina, West Virginia, Wisconsin, Arizona, and Utah. They are chosen by the State board of education in 5 States, viz: Connecticut, Massachusetts, New Jersey, Rhode Island, and Texas. They are appointed by the governor, generally with consent of council, in 8 States and 3 Territories: Delaware, Florida, Georgia, Maine, Minnesota, New Hampshire, Pennsylvania, Tennessee, Dakota, Montana, and Washington. They are selected by joint ballot of the legislature in 3 States: New York, Vermont, and Virginia. They hold office by virtue of some other office in 1 State and 2 Territories; the principal of the State normal school for whites being ex officio superintendent in Maryland, the territorial controller in Idaho, and the territorial librarian in Wyoming.

County superintendents, commissioners, or examiners exist in 29 of the States and 8 of the Territories. They are elected by the people in 13 of these States and in 6 of the Territories: California, Colorado, Illinois, Iowa, Kansas, Minnesota, Missouri, Nebraska, Nevada, New York, Oregon, South Carolina, Wisconsin, Dakota, Montana, New Mexico, Utah, Washington, and Wyoming. They are appointed by the State superintendent in Alabama; by the State board of education, in Mississippi, New Jersey,¹ and Virginia; by county boards, in Georgia, Louisiana, Maryland, and North Carolina; by county courts, in Arkansas, Kentucky, and Tennessee; by the county probate judge, in Ohio; and by conventions of minor school officers, in Indiana and Pennsylvania. In Arizona and Texas the county judges act as county superintendents, each judge in Texas appointing 2 examiners for his county. In Idaho the county auditors act as county school superintendents, except in 2 counties, where the duty is assigned to the probate judges.

Township superintendents chosen by the people form the rule throughout the State in Michigan and Vermont; while in Maine any town may choose such an officer, who is there termed a school supervisor. In Alabama, under a law of February 7, 1879, a superintendent for each township or other school district is appointed by the county superintendent subject to the approval of the State superintendent.

TEXT BOOKS AND COURSES OF STUDY FOR PUBLIC SCHOOL SYSTEMS.

In *California* the State board has been, and, I believe, still is, empowered to prescribe and enforce a course of study for the public schools, with a uniform series of text books, except for the city and county of San Francisco.

¹ The appointment in New Jersey is subject to the approval of the county board of chosen free-holders.

In *Connecticut* the State board has power to direct what books shall be used in all the public schools, not changing these books oftener than once in five years. It seems, however, to leave this matter largely to the town school visitors.—(See State report for 1874, pp. 66-70, and *Cyclopædia of Education*, p. 174.)

In *Delaware* there is the same power; whether yet exercised or not we have no means of determining.

In *Indiana* it was said, a year or two ago, that the State board, though not specially empowered to do so, had recommended a course of study for the schools. A request to have it sent to the Bureau met, however, with no response.

In *Iowa* there was issued, some twelve months ago, a course of study for normal institutes in 1877, the course emanating from a committee composed of the State superintendent of public instruction and two gentlemen representing the County Superintendents' Convention and the Principals' and City Superintendents' Association. This course would be likely to be a sort of guide to the teachers instructed in it at the institutes.

In *Kansas* the law directs that in every school district shall be taught orthography, reading, writing, English grammar, geography, and arithmetic, with such other branches as may be determined by the district board. The State superintendent is to recommend the most approved text books.—(Pages 7 and 26 of School Laws of 1877.) In 1873 Superintendent McCarty published in his report an excellent course of study for the schools of the State, with suggestions as to methods of instruction in the several studies. How far this has been followed does not appear.

In *Kentucky* the State superintendent of public instruction and the two professional teachers belonging to the State board constitute a standing committee of that board to determine and recommend, from time to time, a proper course of study and a suitable series of text books for the public schools—such course to embrace the elements of a plain education in English, including grammar, arithmetic, geography, and history. The teaching of any other language or science is left optional. The course at present recommended may be found in Henderson's *Kentucky School Lawyer*, pp. 55-59.

The *Louisiana* State board of education is empowered to "select and recommend series of text books and apparatus which shall be used in the free public schools of the State." The course of study adopted by the board, under the general power "to make all needful rules and regulations for the government of the free public schools" is given in rule 3 of the rules and regulations for 1877, and is as follows: "In the primary departments there shall be taught spelling, oral and written, the rudiments of reading, writing, geography, arithmetic, and familiar science (object lessons). In the grammar departments thorough instruction shall be given in the definition and derivation of words, dictation, reading, writing, arithmetic, grammar, geography, the history of the United States, elocution, composition, declamation, and the elements of the natural sciences, and, where practicable, in vocal music and drawing."—(List of text books in State report for 1877, pp. xxxvii, xlv, xlv.)

In *Maine* the town supervisor or school committee is empowered to direct the general course of instruction for the schools and select a uniform series of text books, not to be changed for five years without a vote of the town.—(Page 18 of School Laws of 1873.)

The county commissioners of schools in *Maryland* adopt, purchase, and distribute text books for the schools of their respective counties. In 1874 the State board, under the law empowering it to prescribe a course of study, issued a schedule of studies for ungraded schools or the lower classes of graded ones.—(School Laws, 1877, p. 7.)

In *Massachusetts* the school committees direct what books shall be used in the public schools of their respective towns and cities, and prescribe, as far as may be practicable, a course of study and exercises to be pursued in said schools.—(Chapter 47 of laws of 1876.)

In *Michigan* the course of study to be pursued is under the present law determined by consultation between the town superintendent and district boards with the teachers of the township schools.—(Section 107 of law of March 31, 1875, to provide for township superintendents of schools.)

Minnesota, while requiring of her teachers the ability to teach "orthography, reading in English, penmanship, grammar, modern geography, and the history of the United States," seems to leave to them and to the district officers the determination of the general course of study. For higher grades, elementary algebra, elementary plane geometry, physical geography, and physiology are to be added to the above studies.—(Laws of 1873, p. 23.) A law of the year 1877 gave to a contractor the privilege of supplying the text books for the schools, which should be approved by a State commission. The results of this arrangement appear to have been, thus far, very unsatisfactory.—(State report of 1876-'77, pp. 73-95.)

In *Mississippi* the whole matter of courses of study and text books seems to be left to the decision of the teachers and local school boards, provided that in the lower grade of schools at least reading, writing, arithmetic, English grammar, and geography be taught, with United States history and English composition apparently added for the higher grade.—(School Laws, edition of 1876, pp. 14, 31.)

In *Missouri* essentially the same arrangement seems to prevail, except in cities where special powers are granted to school boards by special acts. Uniformity of text books, however, is provided for by allowing presidents of boards of education in cities, towns, and villages to arrange, at a meeting held every five years, with the directors of school districts, for a selection of text books to be used in the schools of the State.—(School Laws of 1875, pp. 6, 14, 16, 17.)

Nebraska allows the State superintendent of public instruction to "define the text books to be used in the several schools of the State;" but directs the county superintendents to "counsel with the teachers and district boards as to the courses of studies to be pursued."—(School Laws, 1877, pp. 23, 24.) By a law of 1875 boards of education in cities are allowed exclusive direction in their respective school districts, except that no sectarian religious doctrine is to be taught or inculcated in their schools.

Nevada gives her State board of examination the "power to prescribe and cause to be adopted a uniform series of text books in the principal studies pursued in the public schools, to wit, spelling, reading, grammar, arithmetic, geography, and physiology;" and no school district is entitled to receive any pro rata of public school moneys unless such text books as may be prescribed by the State board be adopted and used in its public schools. The law also directs that "in all the public schools orthography, reading, writing, arithmetic, the elements of natural philosophy, and geography shall be taught; and in each school above the grade of primary there shall also be taught English grammar, history of the United States, physiology, hygiene, and chemistry." In such schools as the boards of trustees may direct, algebra, geometry, drawing, natural history and philosophy, astronomy, and the elements of book-keeping, or a selection from these, may be added to the previously mentioned studies.—(School Laws, 1877, p. 20.)

New Hampshire prescribes "reading, spelling, writing, English grammar, arithmetic, and the elements of geography and history" as studies in which teachers shall be examined, and allows school committees to add to these at their discretion, in any school where in their judgment it may be proper, "surveying, geometry, algebra, book-keeping, philosophy, chemistry, natural history, and physiology, or any of them, and other suitable studies;" no text books to be changed oftener than once in three years.—(Digest of Laws, 1869.)

New Jersey gives to school trustees of districts, in connection with the county superintendent, power "to prescribe the course of study to be pursued, and a uniform series of text books to be used in the school or schools under their charge."—(School Laws, edition of 1875, p. 15.)

New York, while giving to the State superintendent of public instruction a general supervision of the course of instruction in the schools, commits to the school commissioners of her commissioner districts, including a county or part of a county, the power and duty of recommending to the trustees and teachers of school districts the proper studies and course of instruction to be pursued in their schools.—(School Laws, 1875, p. 11.)

North Carolina appears to make no provision for courses of instruction in the public schools beyond the recognition of "ordinary branches of English" and "higher branches of English" as subjects for study in them.—(School Laws of 1873, p. 4.)

Ohio devolves on "each board of education"—of city, township, or special districts—the duty of determining "the studies to be pursued and the text books to be used in the schools under their control;" no text book to be changed, however, under 3 years from its adoption, without consent of three-fourths of the board at a regular meeting.—(School Laws, 1873, with subsequent amendments, p. 17.)

Oregon gives her State board of education power to authorize a series of text books to be used in the public schools. This is done through the State superintendent of public instruction, who issues to each county superintendent a circular containing a list of the studies required to be taught in the public schools, and allows him to write against each study the text book he prefers. The highest number of votes for any text book secures its place in the State series for the four years following, when the same process is to be repeated.—(School laws of 1872.)

Pennsylvania allows the directors or controllers and teachers in each school district to determine at an annual meeting the text books to be used during the year in all the different branches to be taught, no book, however, to be changed oftener than once in three years. She imposes on her county superintendents—who must be men of literary and scientific acquirements and of skill and experience in the art of teaching—the duty of seeing that in every district shall be taught orthography, reading, writing, English grammar, geography, and arithmetic, with such other branches as the board of directors or controllers may require. In visiting the schools of their counties they are to see that, as far as possible, there is uniformity in the course of studies in schools of the several grades respectively.—(School law, sections 47–50, 130, and 131.)

Rhode Island imposes only on her State school commissioner the duty of recommending and securing, so far as is desirable, a uniformity of text books, but allows the school committees to make and cause to be put up in every school-house rules and regulations for the introduction and use of such text books, and also to prescribe the studies to be pursued therein, under the direction of the school commissioner.—(Common School Manual, 1873, chapter 45, section 3, and chapter 53, section 9.)

South Carolina enacted in 1871 that, for the purpose of procuring a uniform series of text books to be used in the public schools throughout the State, there should be a commission of five, to consist of the governor, the chairmen of the committees on education in the senate and house of representatives, and of two other members, one appointed by each house. This commission was to decide upon a list of text books to be used after January 1, 1873, and to furnish the said list to the then existent State board of education. The State superintendent was then to secure uniformity in the use of text books throughout the public schools of the State, forbidding the use of sectarian or partisan books and instruction in the schools. County school commissioners were to see that in every school under their care should be taught, as far as practicable, orthography, reading, writing, arithmetic, geography, English grammar, history of the United States, the principles of the Constitution and laws of the United States and of South Carolina, and good behavior.—(Law of 1871, sections 3, 10, and 24.)

Tennessee requires that in every public school shall be taught orthography, reading, writing, arithmetic, grammar, geography, elementary geology of Tennessee, and history of the United States; permits also the teaching of vocal music, but forbids the introduction of other branches, except as provided for by local taxation or allowed by special regulations upon the payment of prescribed rates of tuition. County superintendents have it as part of their duties to keep themselves informed as to the merits of text books (in these studies) and to suggest to the district directors such changes as may from time to time be advisable, with a view to securing uniformity in the course of study throughout their counties.—(School law of 1873, sections 9 and 31.)

Texas provides for the teaching of orthography, reading, writing, English grammar,

composition, geography, and arithmetic, but says nothing as to the text books to be used.—(Law of 1876, section 43.)

In *Vermont*, under the old systems of school commissioners (1827-1833) and of the board of education (1856-1874), each of these bodies was charged with the selection and recommendation of text books. What is the present rule does not appear from any law in our possession. From some things in the last State report it would seem as if towns and districts were left to arrange their own courses of studies, though apparently the same text books are used in several towns whose courses are given.—(Report of 1875 and 1876, p. 27.)

Virginia prescribes that "in every public free school shall be taught orthography, reading, writing, arithmetic, grammar, and geography; and no other branches shall be introduced except as allowed by special regulations to be devised by the board of education." From the report of Superintendent Ruffner for 1874 it appears that the State board had exercised the right of recommending a set of text books. This he thought both wrong and inexpedient, and argued for a selection of books by local boards.—(School law of 1873, section 50.)

In *West Virginia* the above law as to studies is retained, with only the change "in the primary schools" for the words "in every public free school." Boards of directors for high schools, subsequently provided for, are allowed to prescribe the branches of learning to be taught in these. Boards of education for districts are given general control and supervision of the schools and school interests of their districts, and trustees of subdistricts are empowered at their visitations to make examination respecting the studies of the schools, and give such directions as they may think will promote the progress of the scholars.—(Law of 1873, sections 9, 11, 14 and 27.)

Wisconsin gives the board in each school district the power, under the advice of the superintendent of public instruction, to determine what school and text books shall be used in the several branches taught in the schools of such district, making out a list of books to be used in each branch of study, filing a copy of this with the district clerk and putting one in the school-house, such list, once adopted, not to be changed for a term of three years. The studies to be taught in every district school are the same as in Virginia, with the addition of "such other branches as may be determined upon by the district board."—(Law, edition of 1877, sections 53 and 55.)

SCHOOLS IN RURAL DISTRICTS.

The unsatisfactory condition of the country schools demands serious consideration. Perpetual change of teachers, empiricism in methods, the want of uniformity and of progression in studies, of definite purpose and of stimulating influences, have greatly demoralized this entire department of public education. Various remedial plans have been suggested, all agreeing in the introduction of graded courses of study and intelligent supervision as requisite to improvement.

In Ohio very active measures are in progress for the improvement of the district schools. At the eighth annual meeting of the Eastern Ohio Teachers' Association, held January 30, 1878, Superintendent Pratt, chairman of the committee on resolutions, submitted the following, which were adopted:

Resolved, That inasmuch as the present subdistrict system makes no one responsible for the management of our ungraded schools, some better plan should be substituted for it.

Resolved, That the interests of our ungraded schools demand a system of county supervision with proper safeguards.

In an address delivered at Massillon, December 21, 1878, President B. H. Hinsdale presented three public school reforms as calling for speedy legislative action: (1) The creation of the township district, placing all the schools thereof under the control of one board, to be elected on a township ticket; (2) the employment of county superintendents; and (3) the consolidation of schools. The conditions set forth by Presi-

dent Hinsdale as indicating the necessity of the last named reform may be taken as fair examples of what prevails in other States. He says:

Let me summarize the school statistics of Aurora for the year 1876:

Schools, 7; enumerated scholars, 191; enrolled scholars, 103; average daily attendance, 71; total school expenditure, \$1,855.53; average size of school, based on average daily attendance, 10 $\frac{1}{2}$; average cost per school, \$265.07; average cost per pupil, based on average daily attendance, \$26.06. The smallest enumeration in any district was 12, the largest 85; the smallest enrolment 3, the largest 37; the smallest average attendance 3, the largest 25; the smallest cost per pupil \$18.56, the largest \$42.66. A few summers ago, within sight of my home, a school was kept up an entire term with only two pupils in attendance. And these were all there were in the district. Centralization is the only remedy for this state of things. There must be fewer school officers, fewer schools, fewer teachers, and more pupils in the school. People will not long be so absurd as to keep up a district school for three scholars at an expense of \$42.66 each. When they make up their minds to the inevitable, which is in this case also the desirable, they will find that the necessary steps are both few and short. It will be found both cheaper and better to carry the children to the distant school at public expense than to go on in the old way.

At a meeting of the State Teachers' Association held in 1878 a new section was added, with the State school commissioner as president and a vice president for each congressional district, whose mission was to secure action and legislation in the special interests of the ungraded schools of the State. The movement has resulted in the holding of educational conventions in each congressional district and in a call for a State convention to be held in January, 1879, in the interests of ungraded schools.

While few reports as yet contain courses of study arranged for entire States, in many instances individual counties present a carefully prepared prospectus.

The subject has been treated very fully in the reports of Indiana, Kansas, Maryland, Pennsylvania, Massachusetts, Michigan, and Wisconsin.

Of all the plans developed none has excited more attention than that known as the "Graduating System for Country Schools," devised by A. L. Wade, county superintendent for Monongalia, W. Va.

Having long entertained the opinion that a common school course of study could be completed in less time than is usually spent in obtaining an imperfect knowledge of a few branches, Mr. Wade applied himself to the study of the motives which actuate pupils and prompt parents to seek the education of their children, that he might develop a plan for the schools in accordance with these conditions.

In 1873 he was appointed to inspect the schools of Monongalia, and began at once the application of his ideas.

The initial steps were forming classes in the schools for the pursuit of studies in advance of the simplest rudiments and reporting the names of the scholars in such classes as an honor roll in educational meetings, which he held two evenings in every week.

Thus the interest of pupils and of the public was centred in the course of study. After a year's experiment it was evident that some additional motive was needed to induce scholars to complete a full course, which suggested to Mr. Wade the original idea of a graduating scheme.

The course of study upon which his system is based is that prescribed by the school law of West Virginia: "In the primary schools there shall be taught orthography, reading, penmanship, arithmetic, English grammar, history, geography, and such other branches as the board of education may direct."

The features of the system as stated in Barnes's Educational Monthly and approved by the author are as follows:

- (1) The primary branches are taken up as one course of study for graduation.
- (2) The time in which each advanced pupil agrees to complete a certain course is fixed.
- (3) Public examinations of graduating classes are held annually and diplomas are granted to those who complete prescribed courses.
- (4) Alumni associations of those who have graduated are formed.
- (5) An annual catalogue containing the names of all pupils attending school in the county during the year is published. In this catalogue the names of all pupils are placed in their appropriate classes, showing from year to year what advancement has been made.

In August, 1875, Mr. Wade was elected county superintendent for Monongalia, and his completed system went into operation during the ensuing school session.

The first series of annual district examinations was held between February 25 and March 11, 1876, concerning which Mr. Wade states :

Each examination occupied one day and a commencement exercise was held each evening. The county superintendent, aided by one or more professors, conducted each examination. Two hundred and sixty-one pupils had entered the class of 1876, and of this number 196 completed the course and received diplomas.

With a single exception the largest churches in the several districts were insufficient to accommodate, even during the day, the vast numbers who came to witness the examinations.

The first catalogue of the free schools of Monongalia County was published in September, 1876. It contained the annual report of the county superintendent and a report from every school in the county.

Each school occupies one page in the catalogue. The name of the school, the name of the teacher, number of youths on teacher's roll, daily average attendance, daily percentage of attendance, branches taught, and number of pupils studying each branch, the names of graduates and undergraduates—all these points of interest are presented in the report of each school.

In the autumn of 1876 the first annual meetings of the alumni were held.

The exercises in each of these meetings consisted of original and select orations, essays, and select readings.

More than 80 of the members of the class of 1876 embraced the opportunity to speak and read in the presence of large audiences.

The second annual district examinations were held at the end of the school term of 1877, when 110 pupils completed the course and received diplomas. No pupil graduated whose average grade was not above seven on a scale of ten.

The third annual examinations were held in the spring of 1878, when 88 pupils received diplomas. As an evidence of the public interest evinced in the plan after three years' experience, Mr. Wade cites the following extract from an editorial letter written by George W. Atkinson, editor of the *Daily and Weekly Standard*, of the city of Wheeling, March 4, 1878: "Such crowds of people we have never seen assembled in the rural districts, even at barbecues, during political campaigns."

The system has been approved by prominent educators of Virginia and its adoption recommended by the press throughout the State; also by the State Teachers' Association of West Virginia and by the State superintendent of public instruction of West Virginia. It has been reviewed in all the educational journals and has excited the attention of the principal State superintendents of the country.

COURSE OF STUDY FOR UNGRADED SCHOOLS.

The subject of a course of study for ungraded schools has been discussed by the leading teachers and school officers of the State of Wisconsin during the past nine years. In a few sections the experiment of devising a full course of study for the country schools and of introducing it into some of these under the charge of experienced teachers, has been tried by some county superintendents with reasonable measure of success. At the annual meeting of the State Teachers' Association for 1878 the following outline of such a course was adopted and its use earnestly recommended :

(1) Reading in the school room and outside; (2) writing, including spelling in all branches, and so much of grammar as will insure correct expression of thought; (3) geography, indicating the possibilities of the United States in reference to commercial relations with the world; (4) arithmetic, including business forms and ability to keep accounts; (5) history and Constitution of the United States; (6) ability to express form so as to render thought intelligible; (7) discernment and discrimination of sound, cultivating the ear and giving power to expression; (8) miscellaneous subjects, including biography, physics, zoölogy, physiology, and botany, the exercises in which shall not exceed a half hour each day.

In order to secure the attainment of this essential knowledge some specific means are necessary:

First. The proper orderly presentation of the matter to the mind of the learner.

(1) Objective and concrete methods.

(2) Subjective, giving definition and showing its application by example.

Second. Systematic and harmonious development, not only of the study, but also of the amount suited to the capacity of the learner.

The child's school life can be arranged under three forms, a form being a limit of attainment rather than time spent in the acquisition of knowledge:

First form.—This includes, ordinarily, beginners from 6 to 9 years of age, and is confined to the following studies:

(1) Number. (*a*) Intelligent counting up to 100, and the reading and writing of such numbers; (*b*) a knowledge of the elementary combinations of the numbers represented by the single digits; (*c*) a knowledge of the signification of such simple fractions as are represented by a single digit in each term; (*d*) an intelligent practical knowledge of the table of denominate numbers in familiar use.

(2) Reading. (*a*) Train the eye to distinguish and retain the words; (*b*) teach the pupil to gather the sounds of the letters; (*c*) so deal with the words that ideas shall be brought up in the mind; (*d*) allow some facts suggested to the pupil's mind to be mentioned; (*e*) obtain a mental picture of the object; (*f*) by the manner and spirit of the teacher, as well as by the mental exercise, make the lesson pleasurable.

Thus, the eye, the ear, and the organs of speech are exercised and we have perception, conception, memory, judgment, imagination, and pleasurable emotion, when another method would have produced nothing but pain.

(3) Writing. (*a*) Make letters, small and capital, with pencil and on the blackboard; (*b*) from copy make straight-line figures.

(4) Geography, oral, on common things which pupils have seen, also on distances and directions: (*a*) Land: hill, wood, and prairie; (*b*) water: brook, pond, and lake; (*c*) soils: gravel, loam, sandy, and clay; (*d*) rocks: slate, lime, sand, and granite; (*e*) trees, kind of wood; (*f*) plants, wild and cultivated; (*g*) animals, wild and tame; (*h*) birds, wild and tame; (*i*) color of men; (*j*) occupations, the tools and products; (*k*) houses.

Second (middle) form, including the ages from 10 to 12 years.

(1) Number. Processes: What has to be done and how, should be clear by (*a*) correct illustration and (*b*) mental practice, so as to secure intelligence, accuracy, and rapidity; then educe the rule. Pupils should not be required to set forth every step in all their working, except when the aim is to show the reason of the rule. Work in decimal and common fractions and compound numbers.

(2) Reading: Third and half of fourth readers. Object: (*a*) Mastery of words, blackboard to be used in cases of difficulty; (*b*) to lay the foundation of distinct and significant reading; (*c*) to form the habit of observing the correct spelling of words. Lesson in reading: (1) Giving heed to attention, accurate pronunciation, distinct enunciation, especially of the consonant elements, making the syllable, as a rule, the unit. Diacritical marks of the letters may be learned from some dictionary. (2) Subsequently the same piece may be taken up for analysis of thought and intelligent expression; meaning of important words, allowing pupils to place them in sentences other than those in the book. One or two pupils read the whole lesson. (3) Once a week an exercise in writing on some points suggested by the lesson, with list of words with like endings and words of like meaning; or write lesson from dictation.

(3) Writing: Books numbers 1, 2, 3, and 4 of any system. Paying attention to neatness of book and form of letters, management of hand and pen, and movement and posture of pupil. Drawing, inventive, by straight lines.

(4) Geography: Pupils to learn of that which they have not seen, with outline maps, teacher encouraging facts suggesting themselves to pupils to be mentioned, so that a mental picture of locality may be formed. Maps may be used in the following order: (1) world, (2) North America, (3) Europe, (4) South America, (5) Asia, (6) Africa, (7) United States, (8) State, (9) county, (10) town.

Third (upper) form, including the ages from 13 to 16 years.

(1) Number. Object: Practical skill, clear insight into processes, readiness to deal with practical problems, and an exercise in exact thinking. Work: Arithmetic completed, with review of reasons for operations, paying special attention to the latter.

(2) Reading. Half of fourth and higher readers. Object: To read with profit as regards rate, emphasis, inflection, emotion, and gesture—the teacher giving example should the pupil fail. Criticism to be directed not merely to mechanical faults but to success in rendering the sense. The difficulty most frequent is with selections containing composition or words which are unfamiliar. This will be least felt when the matter is interesting; much may be done for this work by short biographical sketches or historical statements by the teacher.

(3) Writing. Correspondence and business forms; keeping accounts by single entry.
 (4) Grammar. With book. Analysis of sentences; etymology and syntax, with copious exercises in faulty construction, giving the correct, with reasons.
 (5) Geography. By topic, on the State, United States, and Europe; and giving special attention to (a) physical features, (b) products, (c) means of communication, (d) commercial centres.

(6) History. United States. By topics: (a) Colonial period, (b) confederation period, (c) constitutional union; civil government of the United States and Wisconsin to follow the colonial history.

(7) Drawing. Curves and perspective.

(8) Music. Rythm, melody, and force. Reading notes and singing in all the keys.

The above course of study implies examinations at three points, viz: (1) From lower form to middle, (2) for entrance to upper form, (3) at close of the course. The first two examinations may be given by the teacher under the advice of the county superintendent. The third examination shall be given by such superintendent and the school boards at a public place in the town where shall be assembled all the pupils in such town who may desire the examination. The examination shall be conducted by said superintendent by questions, written or oral, and the pupils shall receive a certificate. Thus, a point would be gained in favor of a better elementary education, with strong probabilities for future higher culture.

EDUCATIONAL BEGINNINGS.

In the discussion of the responsibility of government with respect to education, reference is frequently made to the early action in our country and frequent inquiries are addressed to the Office for such information as is contained in the following summary, compiled from many records:

The decision of the general court of the colony of Massachusetts Bay by which Harvard College was established, dated September 8, 1636, stands as follows: "The court agree to give four hundred pounds toward a school or college, whereof two hundred pounds shall be paid the next year and two hundred pounds when the work is finished, and the next court to appoint where and what buildings." The history of the college dates from 1638, when in consequence of the liberal bequest of John Harvard it "was resolved to open the college at once and give it the name of Harvard."

In 1642 the general government of the college and the management of its funds were placed in the hands of a board of overseers established and empowered by an act of the general court.

A solemn sense of public obligation is engraven in the language of the act:

Whereas, through the good hand of God upon us, there is a college founded in Cambridge, in the county of Middlesex, called Harvard College, for the encouragement whereof this court has given the sum of four hundred pounds, and also the revenue of the ferry betwixt Charlestown and Boston, and that the well ordering and managing of the said college is of great concernment,—it is therefore ordered by this court and the authority thereof, that the governor and deputy-governor for the time being, and all the magistrates of this jurisdiction, together with the teaching elders of the six next adjoining towns,—viz. Cambridge, Watertown, Charlestown, Boston, Roxbury, and Dorchester,—and the president of the said college for the time being, shall, from time to time, have full power and authority to make and establish all such orders, statutes, and constitutions as they shall see necessary for the instituting, guiding, and furthering of the said college, and the several members thereof, from time to time, in piety, morality, and learning; as also to dispose, order, and manage, to the use and behoof of the said college and the members thereof, all gifts, legacies, bequeaths, revenues, lands and donations, as either have been, are, or shall be conferred, bestowed, or anyways shall fall or come to the said college.

In the absence of members the greater number present, with the president, had power of the whole, but the company of overseers, first mentioned, had revisory power over their acts, and for failure to exercise the same when needful were accountable to the general court.

This board of overseers appears to have been found too large a body to have the immediate direction of the college, wherefore in 1650 a charter was granted to the college by the general court by which the college was made a corporation, consisting of

the president, five fellows, and a treasurer, to have perpetual succession by the election of members to supply vacancies and to be called by the name of the President and Fellows of Harvard College. The powers conferred by this act were accompanied by a provision which required that all orders and by-laws of the corporation should have the consent of the overseers before they went into operation. This provision was found inconvenient and embarrassing in practice, and in 1657 a law was passed, called "An appendix to the college charter," by which the acts of the corporation were declared to have immediate force and effect and to be merely alterable by the overseers, to whom the corporation was to be responsible.

The corporation and the board of overseers remain to the present time the governing powers of the university, and this charter is now in force precisely as first drafted in 1650, notwithstanding that several attempts were made during the first fifty years of its existence to alter it or to substitute another in its place.

The history of education in the Massachusetts colonies is not limited to Harvard College, nor is the recognition of public responsibility in the matter wanting in any chapter of the story.

The first school entry for Boston is the record of a public meeting held April 13, 1635. In this meeting "it was generally agreed upon that our brother Philemon Purmont shall be intreated to become schoolmaster for the teaching and nourtering of children with us." The grant of thirty acres of land along Muddy River, assigned to the brother, was, two years after, "publicly confirmed." Thenceforth the civil action in education runs throughout the civic record.

The conception of the educational responsibility of the State is most forcibly expressed in the two acts of 1642 and 1647 passed by the general court of the Massachusetts Bay Colony. By the former the selectmen of every town were required to "have a vigilant eye over their brethren and neighbors to see, first, that none of them shall suffer so much barbarism in any of their families as not to endeavor to teach, by themselves or others, their children and apprentices so much learning as may enable them perfectly to read the English tongue, and knowledge of the capital laws, under penalty of 20 shillings for each neglect therein."

The same act further provides that "all parents and masters do breed and bring up their children and apprentices in some honest lawful calling, labor, or employment, either in husbandry or some other trade profitable for themselves and the commonwealth, if they will not or cannot train them up in learning to fit them for higher employments."

While universal education was thus enjoined, the law of 1647 went further, making the support of schools compulsory and the blessings of them universal. By this law every town containing fifty householders was required to appoint a teacher, "to teach all children as shall resort to him to write and read;" and every town containing one hundred families or householders was required to "set up a grammar schoole, the master thereof being able to instruct youth so farr as they may be fited for the university."

For non-compliance with the above requirements the penalty was, at first, five pounds per annum, which was, from time to time, increased to correspond with the increasing wealth of the towns, all forfeitures being appropriated to the maintenance of the public schools. We cannot estimate the full scope of the provision unless we keep in mind that the term "grammar school," in the old laws, always meant a school where the ancient languages were taught and where youth could be "fited for the university."

"Thus," says a noble commentator, "were recognized and embodied in a public statute the highest principles of political economy and of social well-being—universal education and the prevention of non-producers among men."

The fragmentary records and occasional notes of the beginnings of education in the Empire State which have survived colonial transfer and revolutionary confusion repeat in dimmer but still legible characters the principles so clearly marked in the Puritan colony.

The settlers of New Amsterdam brought an ideal from their native land; there they had been participators in the advantages of the first system of common schools ever established in Europe. The West India Company were bound by the national authorities to maintain in their distant colony in the wilderness of New Netherlands "good and fit preachers, schoolmasters, and comforters of the sick." As the government bound the company, so they in their turn obliged the patroons to support in their several agricultural colonies a minister and a schoolmaster. Until 1633 the double function devolved upon one person. Then "teachers of approved learning" were introduced by the governor and several schools established, one of which, that of the Reformed Protestant Dutch Church, still attests the early conviction of the public responsibility in the instruction of the young. These schools were open and free to all children who chose to attend them. Even in the private schools established for the children of the wealthy, no one could teach without a license from the civil and ecclesiastical authorities. The conception of a school system guaranteed and protected by the state seems to have been entertained by the colonists from Holland, although circumstances limited its practical development.

Mixture of peoples is a striking feature of the early settlements along the left bank of the Delaware; but amidst the diversity of social customs and religious observances and industrial aptitudes which characterized Quakers, Moravians, Lutherans, Swiss Mennonites, and Catholics, there was a singular unanimity of feeling with respect to education. That the Dutch and Swedes established little schools in connection with their churches, as had been done in Manhattan, and watched them with jealous care, is not matter of conjecture. Among the records of the Dutch government on the Delaware is an account of the labors of Evert Pietersen, who arrived in the colony as schoolmaster, comforter of the sick, and setter of psalms, April, 1657, and in August of that year had twenty-five pupils. The Swedes established schools at Uplandt (now Chester), Tinicum, and elsewhere.

Until 1682 the only expression of public will in the province was concerted action upon interests as they arose. In December of that year the first legislative assembly met at Chester. One of its three acts was the passage of the "great law." In this frame of government Penn made provision for the education of the youth of the province, and enacted that the governor and provincial council should erect and order all public schools. The school clause of Penn's law was as follows:

Be it enacted by the authority aforesaid, That all persons within the province and territories thereof having children, and all the guardians or trustees of orphans, shall cause such to be instructed in reading and writing, so that they may be able to read the Scriptures and to write by the time they attain to the age of 12 years, and that they then be taught some useful trade or skill that the poor may work to live, and the rich, if they become poor, may not want; of which every county court shall take care. And in case such parents, guardians, or overseers shall be found deficient in this respect, every such parent, guardian, or overseer shall pay for every such child five pounds, except there should appear incapacity of body or understanding to hinder it.

Subsequent legislation reaffirmed the provisions. Thus by an act of assembly it was required that the laws should be taught in all the schools of the province, and in 1693, at an extra session, called to resist the usurpations of Governor Fletcher, the assembly passed a second school law, which provided for the education of the youth in every county. Among colonists ripe for such legislation the school spirit was naturally expansive. Beside elementary schools, free to both sexes, private schools and classical schools for boys multiplied. In 1749 the germ of the University of Pennsylvania sprang up in the form of an academy and charitable school, supported by subscription. It was chartered and endowed in 1753, erected into a college in 1755, and became a university in 1779.

The early school history of Virginia centres in the establishment of the College of William and Mary. The documents in which it is comprised, namely, the petition from the general assembly and the charter granted by their majesties, fairly illustrate

the educational theory of the Virginians. When a school was necessary, to the "end that the church of Virginia might be furnished with a seminary of ministers of the gospel, and that the youth might be piously educated in good letters and manners, and that the Christian faith might be propagated amongst the western Indians,"—"a place of universal study, or perpetual college of divinity, philosophy, languages, and other good arts and sciences"—the people turned to the General Government and made their desires known. The charter which they secured was explicit on the essentials of such a foundation, viz, its government and its support, as will appear from two citations.

The trustees nominated and elected by the general assembly, to whom the royal license was granted, were constituted the body corporate to establish the college and to appoint masters or professors, but they were required, after the establishment, "to transfer to the president and masters or professors, or their successors, the lands, manors, tenements, rents," and other properties. In the fifth section of the charter it was declared that "it shall be called and denominated forever the College of William and Mary in Virginia, and the president and masters or professors of the said college shall be a body politic in deed and in name." It was further provided that after the transfer of the corporate powers, "the trustees should be the true, sole, and undoubted visitors and governors of the college." To them was granted "a continual succession," with "full and absolute liberty, power, and authority of making all laws for the good and wholesome government of the college." Toward the endowment of the college, William and Mary contributed one thousand nine hundred and eighty-five pounds fourteen shillings and ten pence, raised out of the quitrents of the colony; one penny a pound on all tobacco exported from Virginia and Maryland; the office of surveyor general, with all its issues, fees, &c.; ten thousand acres of land lying on the south side of Blackwater Swamp, and ten thousand acres in Pamunky Neck."

Taxation continued to be an important source of revenue to the institution; thus, in 1726, a duty was laid on liquors for its benefit by the House of Burgesses; in 1759 a grant was made to it of the tax on peddlers; from which various revenues it was in 1776 the richest college in North America.

The responsibility of government, the necessity of supervision, the justice of a school tax, characteristics all of the modern system of free public education, are embodied in the charter history of this honored institution. Nor was it unfortunate that public interest in this instance was first directed to superior learning. Some forces work most effectually by downward pressure; systems of education beginning with the elements have been known to exhaust themselves in contracted bounds; but the university virtually involves the necessary antecedents, as the subsequent history of education in Virginia indicates.

Through all the action thus surveyed the kindred obligations of family, church, and State were recognized. Public action in no way conflicted with private effort, nor does it seem to have been conceived as possible that the one should supplant the other.

When the independence of the United States was accomplished, seven of the original States introduced a general educational provision into their constitutions; of the remainder, two continued for some time under their colonial charters, and the rest adopted constitutions which guaranteed all the powers and privileges involved in the establishment of schools. Five, at least, of the States proceeded by specific legislation to develop school systems.

Education having been admitted as a proper object of legislation, the appropriate action on the part of the General Government was left to slow elaboration. By the ordinance "for the government of the Northwest Territory," passed in 1785, appropriating the sixteenth section (one square mile) in every township for the maintenance of common schools, the Continental Congress placed itself firmly in line with its educational duties. In 1787 the land grant was renewed and increased by two townships, to

be given to each State for the purposes of a university. The act was accompanied by the formal declaration "that, religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

In 1789 the Federal Congress, animated by the same spirit as its predecessor, confirmed the ordinance, and accordingly every State that has been organized since the beginning of the present century has received the benefit of the grant.

The land devoted to school purposes under these early acts amounts approximately to 69,863,914 acres.

The first public action with reference to industrial training was the act of 1862, granting to each State 30,000 acres of land for each Senator and Representative from the State in Congress, for the establishment of colleges of agriculture and mechanic arts. Under this grant nearly 10,000,000 acres have already been absorbed.

TABLE II.—Summary of school statistics of

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Montgomery, Ala.	15,000	7-21	3,004	.....	.....	.....	.....	.....	.....
2	Little Rock, Ark.	18,000	6-21	6,146	7	1,520	27	168	2,142	1,536
3	Sacramento, Cal.	26,000	6-17	4,457	12	.....	70	189	3,503	2,249
4	San Francisco, Cal.	308,215	6-17	652,093	61	.....	659	214	38,672	26,291
5	Stockton, Cal*.	15,000	5-17	3,011	10	1,693	34	196	1,693	1,523
6	Denver ($\frac{3}{4}$ of city), Colo.	24,000	6-21	3,000	4	1,615	38	195	2,317	1,563
7	Bridgeport, Conn*.	25,000	4-16	6,376	17	4,069	84	196	5,167	3,194
8	Greenwich, Conn.	8,000	4-16	1,934	19	.....	26	.....	1,552	845
9	Hartford, Conn.	50,000	4-16	9,661	17	.....	163	.....	7,620	54,861
10	Meriden, Conn. ....	.....	4-16	3,823	12	.....	45	.....	2,782	51,821
11	New Britain, Conn.	11,000	4-16	3,141	11	.....	42	.....	2,675	51,876
12	New Haven, Conn.	59,829	4-16	13,219	24	8,735	213	199	11,418	7,646
13	New London, Conn*.	10,000	4-16	2,101	9	1,800	51	200	1,915	1,363
14	Norwalk, Conn.	15,000	4-16	3,262	12	3,200	47	.....	2,911	51,855
15	Norwich, Conn e.	17,500	4-16	1,512	6	1,237	33	196	1,298	949
16	Stamford, Conn.	99,714	4-16	2,472	.....	.....	32	197	1,606	972
17	Waterbury, Conn.	16,039	4-16	3,799	21	.....	54	.....	3,157	51,842
18	Wilmington, Del.	40,000	6-21	9,178	19	5,728	113	196	6,906	4,490
19	Jacksonville, Fla.	12,000	6-21	.....	3	740	18	124	778	565
20	Atlanta, Ga.	40,000	6-18	10,360	8	2,650	54	182	3,598	2,436
21	Augusta, Ga.	27,000	6-18	5,628	15	.....	35	165	2,019	1,207
22	Columbus, Ga.	10,000	6-18	2,863	6	1,080	21	182	1,204	888
23	Macon, Ga g.	15,000	6-18	7,909	.....	.....	55	140	2,852	1,663
24	Savannah, Ga h.	30,000	6-18	10,917	7	.....	76	200	4,019	3,085
25	Alton, Ill*.	10,500	6-21	3,164	5	.....	21	196	1,496	.....
26	Belleville, Ill.	13,000	6-21	4,532	.....	2,020	42	199	2,166	1,990
27	Bloomington, Ill*.	25,000	6-21	7,292	11	2,670	65	177	3,486	2,294
28	Chicago, Ill.	436,731	6-21	123,115	66	43,900	885	196	58,142	40,036
29	Decatur, Ill*.	10,000	6-21	3,094	6	1,728	29	177	1,869	1,321
30	Freeport, Ill*.	12,000	6-21	2,852	6	1,600	29	196	1,640	.....
31	Galesburg, Ill.	14,000	6-21	4,354	7	2,100	34	178	2,301	1,630
32	Jacksonville, Ill.	12,000	6-21	3,693	7	1,610	34	188	1,839	1,327
33	Joliet, Ill*.	14,000	6-21	3,557	8	1,692	36	197	2,606	1,500
34	Peoria, Ill.	38,000	6-21	8,947	16	3,592	73	200	4,118	3,038
35	Quincy, Ill.	32,000	6-21	8,513	9	3,100	56	197	3,807	2,427
36	Rockford, Ill*.	14,000	6-21	4,901	10	.....	50	195	2,100	1,900

* From Report of the Commissioner of Education for 1877.

a Assessed valuation.

b Estimated.

c Average attendance for the winter.

d From a return for 1876.

e This report, exclusive of the population, is for the central school district only.

CITY SCHOOLS.

LI

cities containing 7,500 inhabitants and over.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20
				\$2,869					
450	a\$5,500,000	\$50,700	7	34,921		\$14,020	\$23,603	\$10 10	\$2 22
803	a12,000,000	191,000	3	97,431	\$436	51,803	78,669		
6,551	a254,865,810	2,699,000	1.6	1,058,470	161,671	600,048	989,259	25 63	5 84
120	5,000,000	142,900	1.5	59,701	924	28,920	38,044		
200	16,000,000	190,040	9	57,691	4,000	29,300	57,691	20 47	6 84
450	17,000,000	144,500	3.25	62,419	6,725	42,950	62,336		
142	a3,627,216			12,325	35	10,806	12,325		
1,500	a49,752,062	d1,755,269		231,408	48,034	108,522	228,228		
886	a8,783,839			40,027	2,783	24,834	35,315		
27	a4,687,841	d99,500		35,464	5,724	21,406	35,339		
1,500	60,060,294	558,700	1.5	196,970	27,474	134,708	202,886	18 55	4 61
40	10,000,000	87,500	2.7	26,547	255	19,546	26,547	14 64	
127	a6,482,966	111,000		28,099	217	23,290	27,436		
127	9,095,890	70,150	2.5	22,313	3	16,881	25,145	20 79	5 59
648				21,464	428	16,709	21,459		
473	a7,958,728			43,988	8,905	23,626	43,972		
	26,000,000	265,339	2.8	88,740	3,400	48,690	69,476	11 15	3 45
		28,000				6,422	7,252		
660	30,000,000	96,000	1.5	36,315	649	30,000	36,312	12 87	1 73
500	14,455,792			32,393			30,680		
300	4,000,000	26,500	2.25	12,060	650	7,249	11,149	9 85	1 97
300	a7,000,000	23,100	2	18,837	416	14,665	18,500	9 81	94
500		57,500		47,134		46,682	57,062		
600	5,000,000	75,500	4.4	20,685	140	11,075	15,078	10 10	2 60
550	5,229,020	74,200	16.4	29,621	13,485	20,575	36,314	11 20	1 81
	8,500,000	230,471	14.5	66,292	1,494	26,509	65,539	11 57	3 97
18,647	436,000,000	2,378,673	4.47	745,719	23,211	486,591	711,307	12 55	2 91
200	9,114,756	95,600	9	40,109	136	15,385	29,910	13 10	3 31
200		57,300		34,577		14,988	34,508		
	9,000,000	100,100	4			16,085	20,601		
800	3,000,000	160,700	10.2	41,948	2,741	17,070	48,844	14 22	3 74
604	3,249,080	65,650	7	25,001	106	116,330	20,650	10 88	2 80
1,660	21,428,000	186,800	6	56,928	12,787	32,036	54,632	11 20	2 57
1,800	18,000,000	215,000	4.78	50,060	548	28,563	47,154	12 37	3 26
475	12,000,000	120,000	5	43,623	350		j43,623		

f Census of 1870.

g Including Bibb County.

h Including Chatham County.

i Includes cost of supervision,

j Includes balance on hand at close of year.

TABLE II.—Summary of school

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
37	Rock Island, Ill.	12,000	6-21	5,358	6	2,150	38	180	2,100	1,594
38	Evansville, Ind.	40,000	6-21	12,877	14	.....	115	....	5,113	.....
39	Fort Wayne, Ind.	27,832	6-21	11,306	9	3,798	89	195	3,372	2,571
40	Indianapolis, Ind.	92,000	6-21	22,806	25	10,291	198	194	12,229	9,400
41	Jeffersonville, Ind*....	10,000	6-21	2,723	5	.....	26	188	1,300	.....
42	Lafayette, Ind*.....	22,000	6-21	6,020	6	1,900	50	195	2,705	1,773
43	Logansport, Ind.	15,000	6-21	4,061	12	1,525	31	195	1,743	1,139
44	Madison, Ind.	15,000	6-21	5,300	7	.....	42	200	1,700	1,580
45	Richmond, Ind.	14,000	6-21	*4,236	8	1,679	45	200	2,142	1,602
46	South Bend, Ind*.....	15,000	6-21	3,138	7	1,700	28	178	1,601	1,089
47	Terre Haute, Ind.	22,000	6-21	7,665	11	3,971	76	196	4,032	2,858
48	Burlington, Iowa*....	28,000	5-21	5,963	10	3,850	71	192	3,356	2,003
49	Council Bluffs, Iowa...	13,000	5-21	3,260	10	1,560	29	196	1,620	1,000
50	Davenport, Iowa	25,000	5-21	8,888	11	4,282	85	190	4,979	3,421
51	Des Moines (w. side) Ia*	14,000	5-21	3,592	4	2,100	36	188	2,211	1,399
52	Dubuque, Iowa	30,000	5-21	9,618	9	3,461	73	197	3,896	2,573
53	Keokuk, Iowa*.....	15,000	5-21	5,732	.....	2,500	52	180	2,500	2,100
54	Atchison, Kans*.....	12,000	5-21	3,000	5	.....	23	180	1,210	1,130
55	Lawrence, Kans.	9,500	5-21	2,822	12	.....	18	169	1,618	1,081
56	Leavenworth, Kans...	21,000	6-21	6,100	11	.....	45	179	3,212	2,240
57	Covington, Ky.	30,000	6-18	10,055	5	2,860	63	196	3,505	2,480
58	Lexington, Ky.	16,500	e6-20	5,909	7	2,000	27	192 ^d	1,772	1,187
59	Louisville, Ky.	130,000	6-20	42,401	30	.....	320	211	19,292	12,999
60	Newport, Ky*.....	18,500	6-20	6,500	5	.....	40	200	2,674	1,989
61	Paducah, Ky*.....	10,000	6-20	1,946	13	810	14	215	790	.....
62	New Orleans, La.	203,439	6-21	68,918	69	.....	438	159	26,166	17,382
63	Augusta, Me.	10,000	4-21	2,288	28	.....	.....	.....	1,217	799 ^a
64	Bangor, Me*.....	18,500	4-21	5,586	35	.....	75	182	.....	3,226
65	Biddeford, Me.	10,285	4-21	3,662	21	2,072	40	190	1,779	91,100
66	Lewiston, Me*.....	20,000	4-21	6,479	29	.....	68	184	3,560	2,200
67	Portland, Me.	36,000	5-21	9,581	13	4,116	112	200	6,143	4,222
68	Baltimore, Md.	350,000	6-21	86,961	61	.....	820	....	35,288	29,518
69	Adams, Mass*.....	115,765	5-15	3,171	18	2,462	53	190	.....	1,922
70	Boston, Mass.	1341,919	5-15	60,762	158	55,646	1,239	200	153,262	46,624
71	Cambridge, Mass.	50,000	5-15	8,422	27	9,120	208	199	9,283	6,751
72	Chelsea, Mass.	22,000	5-15	3,169	.....	.....	67	....	3,919	2,942
73	Chicopee, Mass.	110,335	5-15	1,915	.....	.....	39	....	1,330	1,028

* From Report of the Commissioner of Education for 1877.

^a Assessed valuation.^b Includes cost of supervision.^c For colored children, 6-16.^d In colored schools, 185.^e Does not include amount remaining on hand at close of last school year.

statistics of cities, &c.—Continued.

Pupils. Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Expenditures.			Average expen- ses per capita of daily aver- age attend- ance in public schools.		
					Permanent improve- ments.	Teachers' salaries.	Total expenditure.	Instruction and su- pervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
500	\$6,200,000	\$110,250	7	\$39,268	\$12,564	\$15,740	\$39,268	\$11 72	\$4 20	37
.....	.....	501,800	.....	.....	.....	59,930	102,686	.....	.....	38
2,200	11,795,140	224,650	4.3	103,065	3,796	38,075	58,678	17 92	3 42	39
1,340	a60,000,000	939,127	2	316,066	33,704	118,936	205,487	13 23	3 53	40
300	a2,600,000	60,000	4	23,003	154	12,918	19,126	.....	.....	41
1,000	14,000,000	193,000	3.5	.....	.....	.....	.....	.....	.....	42
800	a6,000,000	180,000	4	33,073	62	14,155	31,732	13 74	3 89	43
.....	a4,400,000	88,000	.....	61,564	15,000	18,000	49,816	.....	.....	44
.....	10,600,000	64,500	4.1	48,969	17,500	21,500	48,470	13 92	4 78	45
250	.....	.....	.....	44,494	.....	11,207	17,093	.....	.....	46
500	25,000,000	215,471	3.4	87,811	188	41,586	52,677	15 42	2 94	47
1,000	12,000,000	250,000	6	87,925	3,215	33,450	50,535	17 06	5 93	48
200	5,400,000	103,700	6	53,785	7,532	16,005	44,829	17 65	6 54	49
.....	16,000,000	291,200	14	116,152	8,982	b58,369	80,869	17 64	4 13	50
400	7,033,000	225,400	13	55,216	.....	20,795	49,184	15 96	8 00	51
1,700	11,011,680	160,000	9	48,772	2,959	34,636	48,590	13 16	3 84	52
500	9,000,000	125,000	9	40,379	3,090	28,089	35,340	.....	.....	53
300	4,800,000	64,100	13	.....	150	9,350	13,640	.....	.....	54
100	a1,989,400	100,000	10	25,142	.....	8,876	25,142	.....	.....	55
840	10,000,000	177,200	5	27,642	.....	20,500	23,430	9 78	1 80	56
2,150	20,000,000	191,000	2	56,000	24,950	32,000	70,800	16 20	2 15	57
800	a4,928,759	29,500	1.5	18,120	.....	b12,900	18,120	.....	.....	58
.....	64,018,242	865,390	4.5	e268,440	32,000	178,195	277,046	15 97	2 87	59
.....	a6,200,000	153,500	2	31,282	.....	17,273	29,645	9 40	.....	60
320	6,000,000	23,000	2	9,897	.....	7,350	9,646	12 51	2 38	61
.....	a88,666,560	582,500	2	188,777	.....	234,881	295,560	13 51	3 49	62
.....	.....	65,000	.....	28,509	.....	.....	24,094	.....	.....	63
.....	a9,906,100	75,000	.....	36,200	.....	.....	41,512	(\$11 88)	.....	64
.....	a5,682,000	34,000	.....	17,037	.....	g12,680	14,950	.....	.....	65
.....	11,873,558	168,700	2.33	33,795	.....	24,780	38,010	11 26	5 46	66
1,330	30,671,154	275,000	.....	103,637	24,573	57,421	103,637	14 13	4 59	67
13,550	250,000,000	.....	.....	574,763	55,013	463,704	677,976	.....	.....	68
.....	11,141,767	156,200	4.31	29,483	.....	.....	1,148	(15 34)	.....	69
5,521	a686,840,587	j9,000,000	.....	1,695,777	113,661	1,157,746b	1,695,777	24 83	9 10	70
1,381	a49,610,140	582,000	3.3	168,938	400	134,726	168,938	20 66	4 81	71
418	a16,410,612	.....	.....	.....	.....	.....	.....	.....	.....	72
58	a4,940,397	.....	.....	.....	.....	.....	.....	.....	.....	73

f Average attendance for the winter.

g For graded schools only.

h Census of 1875.

i Average whole number.

j Estimated by the Bureau.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
74	Fall River, Mass.....	50,000	5-15	9,793	32	7,690	133	200	9,604	5,727
75	Fitchburg, Mass.....	12,000	5-15	2,235	19	3,253	65	191	2,714	1,997
76	Gloucester, Mass.....	18,000	5-15	4,066	24	3,877	89	200	4,149	3,163
77	Haverhill, Mass.....	14,628	5-15	2,591	.....	.....	70	.....	2,921	2,311
78	Holyoke, Mass.....	20,000	5-15	3,163	14	1,615	57	199	2,005	1,354
79	Lawrence, Mass.....	38,000	5-15	6,668	20	5,461	117	200	5,461	4,312
80	Lowell, Mass.....	53,000	5-15	8,087	39	7,802	196	197	12,458	6,112
81	Lynn, Mass.....	34,000	5-15	5,779	31	*6,132	110	202	5,898	4,575
82	Malden, Mass.....	10,843	5-15	2,080	.....	.....	59	.....	2,599	2,054
83	Marblehead, Mass.....	9,000	5-15	1,491	.....	.....	27	.....	1,610	1,172
84	Marlborough, Mass....	8,774	5-15	2,127	11	1,950	38	178 ^c	2,137	1,859
85	Milford, Mass*.....	29,890	5-15	2,223	.....	.....	.....	.....	.....	.....
86	New Bedford, Mass....	125,876	5-15	4,208	.....	.....	103	.....	4,122	3,394
87	Newburyport, Mass....	13,323	5-15	2,511	.....	.....	46	.....	2,285	1,532
88	Newton, Mass.....	16,500	5-15	2,846	17	3,676	88	194	3,359	2,767
89	Northampton, Mass....	10,950	5-15	2,088	23	3,000	57	164	2,073	1,579
90	Pittsfield, Mass.....	12,267	5-15	2,245	26	2,169	56	192	2,069	.....
91	Salem, Mass.....	26,000	5-15	4,576	16	4,086	95	201	3,860	2,933
92	Somerville, Mass.....	21,000	5-15	4,424	17	4,550	89	190	4,405	3,733
93	Springfield, Mass.....	31,000	5-15	5,379	28	5,757	119	200	5,977	4,180
94	Taunton, Mass.....	19,000	5-15	3,143	36	.....	84	195	3,885	2,477
95	Waltham, Mass.....	10,500	5-15	1,995	11	.....	43	195	1,762	.....
96	Weymouth, Mass.....	10,000	5-15	1,960	.....	.....	54	.....	2,147	1,625
97	Woburn, Mass.....	10,445	5-15	2,267	20	2,332	36	200	2,198	1,775
98	Worcester, Mass.....	52,000	5-15	9,406	38	8,883	219	192	10,284	7,406
99	Ann Arbor, Mich.....	7,500	5-20	2,311	6	1,700	35	198	2,043	1,420
100	Bay City, Mich*.....	18,000	5-20	4,278	7	2,320	40	196½	2,841	1,720
101	Detroit, Mich.....	120,000	5-20	35,962	30	12,553	236	196	14,466	10,399
102	East Saginaw, Mich....	17,000	5-20	5,093	10	2,769	52	194	3,084	2,453
103	Grand Rapids, Mich....	30,000	5-20	9,310	14	4,356	92	195	5,533	3,370
104	Saginaw, Mich*.....	10,500	6-20	2,835	6	1,430	23	194½	1,564	1,073
105	Minneapolis, west division, Minn.*	35,000	5-21	.....	9	3,400	73	196	3,607	2,380
106	St. Paul, Minn.....	40,260	5-21	*11,134	13	4,300	82	200	4,249	4,016
107	Natchez, Miss.f.....	19,000	5-21	3,107	54	2,871	76	120	2,730	2,599
108	Vicksburg, Miss.....	12,000	5-21	3,600	3	1,185	20	145	1,459	820
109	Hannibal, Mo.....	12,800	6-20	2,982	8	1,590	23	177	1,950	1,315
110	Kansas City, Mo.....	45,000	6-20	10,622	10	4,200	63	196	4,612	2,669
111	St. Joseph, Mo.....	30,000	6-20	7,119	19	3,082	56	198	3,536	2,475

* From Report of the Commissioner of Education for 1877.

a Assessed valuation.

b Census of 1875.

c In grammar and high schools; in primary, 157.

statistics of cities, &c.—Continued.

Pupils.		Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
Estimated enrolment in private schools.	Permanent improvements.					Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
300	a\$42,326,730	\$1,369,626	2.33	\$142,645	\$34,536	\$73,886	\$143,271	\$13.25	\$5.73	74
15	a9,570,997	171,704	3.9	37,912	.....	30,200	37,912	16.69	3.08	75
45	9,077,744	116,150	4.4	53,452	4,000	34,935	53,452	12.31	3.32	76
72	a10,342,954	.....	.....	.....	.....	.....	.....	.....	.....	77
892	13,000,000	117,840	.....	29,785	6,064	20,154	33,524	15.09	3.66	78
1,000	.....	.....	.....	58,448	.....	.....	64,704	.....	.....	79
600	50,000,000	492,300	3.9	139,677	14,081	91,810	127,048	16.81	5.88	80
112	a22,667,542	480,200	4.1	107,208	4,708	60,408	107,208	15.74	5.15	81
60	a10,085,890	.....	.....	.....	.....	.....	.....	.....	.....	82
36	a3,708,700	.....	.....	.....	.....	.....	.....	.....	.....	83
.....	a3,451,365	60,500	5.7	20,219	1,494	13,968	20,661	7.73	2.58	84
75	.....	.....	.....	.....	.....	.....	.....	.....	.....	85
237	a26,133,297	.....	.....	.....	.....	.....	.....	.....	.....	86
.....	a7,644,984	.....	.....	.....	.....	.....	.....	.....	.....	87
300	25,012,930	426,000	3.34	83,606	2,306	61,161	83,606	24.87	6.90	88
75	7,077,300	91,000	3.5	26,465	.....	17,449	26,318	11.05	.....	89
175	7,369,274	68,900	.....	26,893	1,750	21,123	29,917	.....	.....	90
927	26,000,000	306,500	2.89	79,862	6,624	56,775	79,862	20.21	4.76	91
.....	a25,479,400	437,350	.....	84,692	.....	66,701	84,691	18.40	4.28	92
450	a29,384,175	540,983	2.8	85,292	.....	67,681	84,795	16.50	3.51	93
137	20,000,000	202,000	3	47,158	0	34,480	47,158	15.69	4.41	94
100	a9,565,900	180,000	3.25	32,165	500	a25,840	28,240	(\$15.52)	.....	95
58	a5,573,851	.....	.....	.....	.....	.....	.....	.....	.....	96
50	8,150,730	213,500	2.8	26,783	200	20,373	26,593	12.50	2.37	97
1,200	41,969,718	888,052	3.1	141,678	851	110,167	141,678	15.27	3.74	98
300	3,811,800	130,000	6	32,215	2,405	15,990	32,164	12.52	3.44	99
.....	8,800,000	140,000	15	38,798	.....	17,464	33,072	11.20	3.37	100
5,574	87,865,685	711,966	2	276,674	6,945	141,554	189,770	13.61	3.47	101
175	7,750,000	150,000	15	49,300	7,464	25,045	47,634	11.48	3.68	102
1,000	20,000,000	356,000	6.75	88,730	10,987	44,330	76,561	12.07	2.08	103
400	6,125,708	100,000	.....	39,885	325	12,619	28,374	13.62	4.64	104
800	27,000,000	321,500	3.83	117,611	34,179	47,785	106,479	20.08	6.60	105
1,700	32,489,726	246,212	1.24	82,581	9,500	46,790	81,323	.....	.....	106
240	3,300,000	81,209	4	9,625	.....	98,995	9,626	3.70	0.23	107
300	5,000,000	32,500	2.75	12,527	.....	11,060	13,987	14.63	2.42	108
700	a2,780,000	39,500	4	23,429	89	12,500	19,211	9.50	2.65	109
.....	8,400,000	200,000	4	76,049	12,200	42,000	94,330	16.48	.....	110
800	12,000,000	118,696	7	71,646	566	34,101	62,254	14.65	4.33	111

d Census of 1870.

e Estimated.

f Including Adams county.

g Includes cost of supervision.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
112	St. Louis, Mo	440,000	6-20	107,225	80	42,500	1,119	197	55,995	36,170
113	Omaha, Nebr.	25,000	5-21	5,336	8	2,308	44	201	2,924	1,810
114	Concord, N. H.	13,000	5-15	.....	28	.....	66	.....	2,375	1,809
115	Dover, N. H.	10,112	5-15	1,792	18	.....	47	.....	1,678	1,045
116	Manchester, N. H.	28,000	5-15	*3,065	24	3,125	79	186	3,886	2,454
117	Nashua, N. H.	11,000	5-	2,072	16	2,140	49	.....	1,997	1,543
118	Portsmouth, N. H.	10,000	5-	2,318	13	.....	38	205	1,902	1,787
119	Camden, N. J.	240,000	5-18	11,134	.....	.....	110	.....	7,668	4,653
120	Elizabeth, N. J.	30,000	5-18	7,124	.....	.....	47	.....	3,406	2,118
121	Jersey City, N. J.	120,000	5-18	40,204	*20	*12,810	317	206	21,183	12,214
122	Newark, N. J.	135,000	6-18	41,323	28	16,708	268	210	18,564	11,828
123	New Brunswick, N. J.	19,000	5-18	5,727	6	2,175	50	202	2,818	1,932
124	Orange, N. J.	11,000	5-18	3,680	5	1,242	32	203	1,618	981
125	Paterson, N. J.	39,500	5-18	12,480	10	6,164	101	204	9,412	4,484
126	Trenton, N. J.	28,000	5-18	9,221	13	2,564	71	207	3,929	2,312
127	Albany, N. Y.	86,541	5-21	37,000	25	16,332	247	.....	14,024	9,076
128	Auburn, N. Y.	20,000	5-21	5,143	10	3,272	57	192	2,820	2,229
129	Binghamton, N. Y.	17,624	5-21	4,246	8	2,479	56	205	3,102	2,034
130	Brooklyn, N. Y.	482,493	5-21	164,250	56	.....	1,306	.....	93,333	50,695
131	Buffalo, N. Y.	134,557	5-21	52,000	42	.....	457	.....	23,905	14,792
132	Cohoes, N. Y.	22,500	5-21	9,556	8	2,100	41	205	3,589	1,712
133	Elmira, N. Y.	23,000	5-21	5,732	9	3,799	78	194	4,195	3,013
134	Hudson, N. Y.	8,784	5-21	3,500	3	.....	22	.....	1,299	727
135	Ithaca, N. Y.	11,000	5-21	2,572	6	1,534	32	191	1,812	1,268
136	Kingston (3 of city) N.Y.	8,000	5-21	2,838	*6	*1,477	33	191	1,923	1,251
137	Lockport, N. Y.	13,000	5-21	4,185	7	2,448	43	198	2,905	1,693
138	Long Island City, N. Y.*	19,000	4-21	5,170	7	2,600	39	201	.....	1,914
139	Newburgh, N. Y.	17,500	5-21	5,896	6	2,958	54	198	3,365	2,314
140	New York, N. Y.	1,041,886	5-21	375,000	127	*151,091	3,455	203*	208,883	128,559
141	Ogdensburg, N. Y.	11,000	5-21	4,073	9	1,400	28	198	1,917	1,112
142	Oswego, N. Y.	22,500	5-21	9,041	15	3,900	67	193	4,472	2,897
143	Poughkeepsie, N. Y.*	20,000	5-21	6,002	14	2,765	42	202	3,989	2,187
144	Rochester, N. Y.*	75,000	5-21	29,146	27	.....	228	197	11,838	7,867
145	Saratoga Springs, N. Y.	7,516	5-21	2,331	13	1,637	34	195	1,670	1,240
146	Schenectady, N. Y.	12,759	5-21	4,450	9	.....	41	.....	2,376	1,617
147	Syracuse, N. Y.	60,000	5-21	17,217	21	8,295	176	196	9,471	7,095
148	Troy, N. Y.	48,531	5-21	19,000	17	.....	146	.....	9,716	5,546
149	Utica, N. Y.	32,496	5-21	11,527	18	4,384	96	196	5,131	3,531
150	Watertown, N. Y.	9,992	5-21	2,809	9	.....	48	.....	2,088	1,460

* From Report of the Commissioner of Education for 1877.

a Includes cost of supervision.

b Based on average number belonging.

statistics of cities, &c.—Continued.

Pupils.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
					Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
18,000	\$229,880,975	\$2,821,597	5	\$1,187,090	\$201,815	\$607,929	\$1,479,463	\$16 39	\$2 06	112
186	20,000,000	435,100	9	57,173	2,023	28,923	59,169	18 13	5 09	113
.....	.....	141,550	.....	34,072	8,900	19,943	40,742	.....	.....	114
.....	.....	140,150	.....	24,343	.....	19,631	24,574	.....	.....	115
1,625	20,000,000	278,000	2.9	50,148	2,715	36,267	48,811	15 46	3 32	116
70	68,291,704	239,391	.....	26,229	100	20,519	25,788	13 84	2 78	117
160	10,000,000	79,300	.....	27,460	500	20,952	27,349	15 52	4 36	118
1,513	.....	440,500	.....	72,000	.....	.....	.....	.....	.....	119
2,000	.....	100,000	.....	37,650	.....	.....	.....	.....	.....	120
10,000	120,808,562	770,273	4	222,464	4,443	138,000	222,364	14 50	3 70	121
6,596	78,523,618	884,000	2	206,160	.....	160,534	205,458	13 89	3 27	122
1,000	11,276,690	148,250	2.5	34,359	.....	19,260	34,210	12 24	2 27	123
900	.....	100,000	.....	23,371	653	19,061	25,185	19 43	5 58	124
1,400	19,150,861	247,500	.....	82,056	7,526	51,348	78,219	11 89	3 87	125
2,500	20,000,000	130,000	2	54,908	519	30,363	254,907	14 09	3 71	126
4,048	.....	730,750	.....	288,637	3,654	138,085	202,754	.....	.....	127
1,200	12,012,450	130,200	2.8	53,310	5,103	25,244	37,993	12 13	2 62	128
553	7,263,777	226,888	4.3	46,167	2,780	27,702	39,384	14 29	3 70	129
20,000	.....	4,760,552	.....	1,541,288	298,702	765,356	1,193,357	.....	.....	130
9,077	.....	754,900	.....	441,878	1,432	281,027	310,408	.....	.....	131
250	12,080,866	97,500	6	65,061	7,931	21,160	38,059	12 82	4 64	132
.....	13,730,918	305,200	4.5	79,125	602	39,687	70,756	13 67	4 23	133
700	.....	32,500	.....	13,768	722	8,912	10,672	.....	.....	134
56	5,500,000	40,000	6.3	25,250	285	14,848	22,340	13 28	4 10	135
213	6,500,000	147,000	3.6	23,788	2,187	16,437	23,788	13 92	3 95	136
500	10,000,000	102,000	2.9	40,427	3,449	22,308	31,558	13 91	2 68	137
210	20,000,000	50,000	7.5	38,832	1,961	25,252	38,198	13 45	5 73	138
288	13,000,000	191,000	3.5	44,272	5,848	27,880	43,746	12 60	3 68	139
45,000	c1,292,942,859	10,000,000	1.7	3,375,746	442,365	2,430,632	3,375,746	*20 81	*7 63	140
730	c2,248,194	42,000	4	24,230	185	10,118	14,338	.....	.....	141
1,332	c10,711,170	175,097	3	38,910	491	29,410	41,885	10 34	3 73	142
610	25,000,000	116,015	4	56,017	1,699	24,620	35,236	11 62	4 49	143
.....	50,200,775	539,000	2.33	201,714	31,304	117,497	201,863	14 93	6 75	144
85	12,000,000	66,000	.....	43,546	8,376	15,770	30,112	13 52	2 89	145
350	.....	70,000	.....	24,577	4,594	16,979	24,577	.....	.....	146
2,073	31,051,693	768,700	2.4	109,172	5,809	179,338	109,172	11 49	3 88	147
1,500	.....	235,000	.....	123,993	13,279	80,070	110,473	.....	.....	148
1,500	28,285,787	438,964	2.5	102,745	2,428	48,569	68,263	14 46	4 18	149
100	.....	95,000	.....	36,269	14,385	17,636	36,269	.....	.....	150

cAssessed valuation.

dIn 1877.

eIncludes balance on hand at close of year.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
151	Yonkers, N. Y*	18,500	5-21	6,437	5	.....	51	....	3,276	1,892
152	Akron, Ohio	17,000	6-21	4,429	11	2,554	52	195	2,747	2,161
153	Canton, Ohio	12,500	6-21	3,675	6	1,856	40	193	2,108	1,469
154	Chillicothe, Ohio	15,000	6-21	3,404	5	2,035	46	187	1,844	.....
155	Cincinnati, Ohio	300,000	6-16	67,110	48	31,117	696	204	35,957	26,977
156	Cleveland, Ohio	142,444	6-21	45,364	45	18,881	372	196	22,881	16,032
157	Columbus, Ohio	51,434	6-21	14,246	25	6,880	137	192	7,316	5,375
158	Dayton, Ohio	35,000	6-21	10,798	12	5,627	125	196	5,888	4,394
159	Hamilton, Ohio	15,000	6-21	5,546	5	2,200	33	...	1,917	1,482
160	Mansfield, Ohio	10,000	6-21	2,821	6	1,962	32	177	1,889	1,461
161	Newark, Ohio*	11,000	6-21	3,519	6	.....	38	184	1,701	1,230
162	Portsmouth, Ohio	12,000	6-21	3,474	6	2,020	42	198	2,170	1,623
163	Sandusky, Ohio	17,500	6-21	7,122	13	2,680	51	195	2,576	1,805
164	Springfield, Ohio*	20,000	6-21	4,994	6	2,648	48	185	2,835	2,095
165	Steubenville, Ohio*	13,500	6-21	5,036	6	1,750	35	198	2,285	1,751
166	Toledo, Ohio	55,000	6-21	15,456	23	6,500	128	196½	7,801	4,703
167	Youngstown, Ohio	18,000	6-21	4,769	7	.....	37	....	2,080	1,398
168	Zanesville, Ohio	18,000	6-21	5,497	19	.....	65	....	3,006	2,235
169	Portland, Oreg	17,225	4-20	4,223	4	1,814	37	200	2,464	1,746
170	Allegheny, Pa*	70,000	.....	15,000	23	10,000	198	195	9,672	8,024
171	Allentown, Pa	18,000	6-21	4,400	8	4,000	52	....	3,278	2,430
172	Altoona, Pa	17,000	6-21	3,604	15	2,510	43	190	2,254	1,909
173	Carbondale, Pa	9,500	6-21	3,000	8	.....	22	186	1,998	1,026
174	Chester, Pa*	14,000	6-21	3,400	7	1,874	41	193	2,062	1,702
175	Danville, Pa	8,000	6-21	.....	8	2,000	26	140	1,658	1,124
176	Easton, Pa*	14,000	6-21	.....	9	2,780	48	203	2,316	1,725
177	Erie, Pa	26,000	6-21	.....	19	.....	84	....	4,040	.....
178	Harrisburg, Pa	28,500	6-21	.....	21	5,173	97	205	5,586	3,406
179	Lancaster, Pa	23,000	6-21	.....	.....	.....	65	....	3,426	.....
180	New Castle, Pa*	9,000	6-21	2,250	5	1,500	26	165	1,541	1,040
181	Norristown, Pa	15,000	6-21	.....	5	2,130	39	202	2,102	1,471
182	Philadelphia, Pa	765,000	6-.....	.....	261	.....	2,057	200	103,997	91,754
183	Pittsburgh, Pa	130,000	6-21	.....	53	18,000	442	....	23,332	15,650
184	Pottsville, Pa	14,500	6-21	.....	9	.....	52	....	2,765	.....
185	Reading, Pa	45,000	6-21	.....	19	.....	133	....	6,280	.....
186	Scranton, Pa	45,000	6-21	16,000	28	7,141	145	210	13,771	8,312
187	Shenandoah, Pa	8,500	6-21	3,300	7	.....	22	168	1,904	1,162
188	Titusville, Pa	8,500	6-21	1,800	5	1,500	32	196	1,500	1,322
189	Wilkesbarre, 3d dist., Pa	10,174	6-21	.....	4	1,600	32	193	1,790	1,390
190	Williamsport, Pa	20,000	6-21	4,800	14	3,096	64	164	3,724	2,674
191	York, Pa	14,000	6-21	2,500	8	2,100	45	185	2,300	1,784
192	Newport, R. I	14,028	5-15	2,807	11	2,390	54	195	2,316	1,337

*From Report of the Commissioner of Education for 1877.

statistics of cities, &c.—Continued.

Papils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expen- ses per capita of daily aver- age attend- ance in public schools.		
						Permanent improve- ments.	Teachers' salaries.	Total expenditure.	Instruction and su- pervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20		
841	a\$21, 114, 118	\$161,000	.....	\$58, 151	\$3, 437	\$43, 155	.....	.....	.....	.....	151
450	9, 000, 000	100,000	5	71, 916	7, 039	25, 396	\$44, 528	\$12. 93	\$3. 63	.....	152
600	a5, 059, 270	84, 200	5	50, 756	3, 062	17, 547	35, 776	12. 87	4. 01	.....	153
350	10, 000, 000	150,000	5. 2	44, 045	2, 928	20, 669	31, 290	14. 26	4. 50	.....	154
16, 583	360, 000, 000	1, 900, 000	3. 4	704, 513	88, 806	476, 936	699, 587	19. 54	3. 09	.....	155
10, 375	210, 418, 917	1, 663, 035	4. 5	426, 447	81, 864	242, 870	402, 275	15. 89	4. 71	.....	156
1, 618	45, 500, 000	601, 914	4. 5	192, 443	19, 166	95, 977	164, 709	18. 78	6. 23	.....	157
2, 100	30, 000, 000	351,000	5. 7	188, 647	28, 169	86, 623	176, 842	20. 49	.....	.....	158
1, 000	5, 000, 000	221,000	3. 5	37, 978	1, 231	18, 405	39, 653	13. 90	3. 94	.....	159
135	5, 500, 000	150,600	4. 8	36, 755	969	13, 544	27, 101	10. 50	2. 17	.....	160
263	a3, 890, 000	95,000	.....	45, 681	9, 804	15, 428	33, 871	.....	.....	.....	161
325	a5, 000, 000	180,500	5. 5	83, 230	32, 826	20, 834	65, 100	13. 62	2. 10	.....	162
800	10, 062, 562	180,800	7	49, 062	17, 939	22, 581	83, 324	13. 59	3. 65	.....	163
150	a9, 516, 456	150,000	4. 5	67, 964	7, 345	28, 472	62, 691	14. 45	5. 23	.....	164
450	6, 000, 000	111,200	5	57, 779	2, 426	18, 082	37, 665	11. 24	2. 68	.....	165
2, 000	a18, 970, 070	551,000	.....	171, 527	3, 170	61, 789	132, 047	13. 56	3. 06	.....	166
.....	.....	138, 562	.....	60, 045	.....	.....	47, 299	.....	.....	.....	167
.....	.....	171, 500	.....	61, 373	.....	.....	44, 846	.....	.....	.....	168
445	12, 000, 000	101, 234	4. 75	55, 215	27, 202	30, 295	67, 103	18. 38	4. 46	.....	169
4, 000	a55, 020, 811	893, 031	4. 16	261, 084	8, 230	103, 418	266, 204	13. 00	3. 14	.....	170
400	a9, 150, 750	400,000	2. 75	59, 933	.....	13, 005	54, 723	5. 90	.....	.....	171
750	5, 580, 000	65,200	12	26, 075	120	15, 813	24, 439	8. 90	4. 68	.....	172
100	2, 000, 000	35,500	11	9, 427	1, 326	6, 115	9, 540	6. 24	1. 73	.....	173
250	8, 914, 973	100, 551	3. 5	29, 437	2, 124	19, 018	29, 428	13. 67	7. 07	.....	174
65	a924, 201	60,000	8	9, 520	.....	.....	9, 164	.....	.....	.....	175
150	a9, 201, 624	255,300	4	68, 702	5, 706	25, 222	55, 204	.....	.....	.....	176
1, 600	b22, 439, 977	282,200	.....	81, 499	.....	.....	71, 344	.....	.....	.....	177
500	17, 006, 871	412, 881	13	92, 922	818	49, 892	91, 797	15. 18	3. 22	.....	178
.....	b13, 194, 298	147,000	.....	59, 497	.....	.....	52, 233	.....	.....	.....	179
500	4, 910, 568	43,700	10	15, 272	626	8, 398	15, 258	9. 33	4. 74	.....	180
400	7, 737, 107	100, 555	6	30, 917	29	18, 975	28, 503	13. 34	4. 72	.....	181
.....	.....	5, 562, 836	5	1, 535, 310	87, 189	1, 061, 434	1, 486, 657	.....	.....	.....	182
.....	208, 000, 000	2, 000,000	2. 75	608, 401	50, 038	c287, 313	536, 716	18. 36	4. 20	.....	183
125	b12, 000, 000	180,000	.....	40, 437	.....	.....	40, 004	.....	.....	.....	184
6, 433	b23, 320, 994	299,000	.....	111, 253	.....	.....	94, 124	.....	.....	.....	185
800	10, 144, 942	275,000	.....	141, 860	11, 410	53, 832	89, 106	10. 55	6. 35	.....	186
.....	3, 740, 700	50,700	10	15, 976	1, 433	5, 675	13, 804	6. 17	2. 29	.....	187
300	a1, 700, 000	80,000	.....	31, 822	.....	.....	31, 019	.....	.....	.....	188
400	a3, 329, 019	125,400	10	27, 576	937	c18, 400	26, 809	13. 26	3. 00	.....	189
.....	10, 000, 000	122,350	6. 5	48, 253	13, 588	23, 368	46, 682	9. 09	3. 25	.....	190
.....	8, 561, 833	125,000	3. 5	29, 129	.....	15, 860	29, 116	8. 89	.....	.....	191
732	a25, 360, 000	208, 008	1	39, 279	1, 111	29, 072	39, 063	23. 24	5. 14	.....	192

a Assessed valuation.

b In 1877.

c Includes cost of supervision.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
193	Providence, R. I.	101,000	5-	17,684	47	.....	286	194	13,821	9,490
194	Warwick, R. I.	11,700	5-15	.....	.....	.....	29	196	2,045	1,062
195	Woonsocket, R. I.*	14,000	5-16	3,236	13	1,608	28	193	1,925	1,147
196	Charleston, S. C.	54,000	6-16	12,727	5	.....	90	198	7,281	6,844
197	Chattanooga, Tenn.	11,488	6-18	2,522	8	.....	26	158	1,839	.....
198	Knoxville, Tenn*.....	16,000	6-18	1,949	4	930	22	192	1,415	725
199	Memphis, Tenn*.....	50,000	6-20	9,091	10	3,780	63	170	3,097	2,457
200	Nashville, Tenn.	28,000	6-18	9,219	8	3,750	76	196	4,235	3,118
201	Houston, Tex.	27,000	8-14	*2,890	14	1,430	31	156	1,846	1,420
202	Burlington, Vt.	15,000	5-20	.....	.....	.....	33	....	1,580	917
203	Alexandria, Va.	14,000	5-21	d4,447	4	1,200	18	197	1,183	871
204	Lynchburg, Va.	15,000	5-21	4,093	6	1,205	22	192	1,539	840
205	Norfolk, Va*.....	23,000	5-21	6,244	7	1,400	26	203	1,514	1,085
206	Petersburg, Va.	20,000	5-21	.....	6	.....	28	185	2,075	1,427
207	Portsmouth, Va.	11,000	5-21	3,399	3	.....	14	200	982	592
208	Richmond, Va.	79,000	5-21	20,754	16	5,558	126	206	6,272	5,324
209	Wheeling, W. Va*.....	28,270	6-21	9,676	15	5,000	105	198	5,397	3,401
210	Fond du Lac, Wis.	15,000	4-20	5,846	17	2,800	47	200	2,778	1,885
211	Janesville, Wis.	9,500	4-20	3,610	10	1,780	35	180	1,751	1,230
212	La Crosse, Wis.	17,000	4-20	3,968	9	2,150	33	193	2,199	.....
213	Madison, Wis.	10,000	4-20	3,951	9	.....	30	176	1,800	.....
214	Milwaukee, Wis.	120,000	4-20	36,054	26	12,760	241	200	16,054	10,267
215	Oshkosh, Wis.	18,000	4-20	5,409	10	.....	51	197	2,846	.....
216	Racine, Wis.	15,000	4-20	5,287	7	2,231	41	200	2,323	1,631
217	Georgetown, D. C. e	97,062	6-17	24,241	48	11,520	222	186	13,997	11,082
218	Washington, D. C. e									
	Total.....	10,224,270	.....	2,523,237	3,611	855,478	27,944	....	1,556,974	1,052,974

* From Report of the Commissioner of Education for 1877.

a Assessed valuation.

b Includes salaries of secretary and officers of the board and of janitors.

c Includes pay of janitors.

statistics of cities, &c.—Continued.

Pupils.	Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation — mills per dollar.	Total receipts.	Expenditures.			Average expenses per capita of daily average attendance in public schools.	
						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.
11	12	13	14	15	16	17	18	19	20	
809	.....	\$1,450,000	.....	\$358,409	\$113,138	\$181,848	\$343,695	\$17 23	.....	193
50	a\$9,305,350	.....	5.3	11,883	.....	11,588	11,845	11 23	.....	194
644	a11,497,562	143,000	1.25	21,062	819	14,069	25,424	.....	\$5 30	195
.....	a26,422,000	125,000	3	57,061	.....	b50,843	56,051	.....	.....	196
250	a3,750,000	18,600	2.5	14,863	1,411	9,722	19,182	10 40	2 72	197
300	6,000,000	21,600	2	12,957	257	c10,091	12,367	15 57	1 13	198
2,000	25,000,000	139,050	1	51,164	540	42,696	61,014	17 37	7 46	199
400	12,000,000	168,500	4.5	71,031	635	45,488	75,931	15 79	2 30	200
425	7,000,000	14,350	.....	14,688	429	9,140	13,478	8 19	99	201
.....	.....	.....	.....	23,449	.....	.....	21,059	.....	.....	202
800	4,600,000	24,250	2.3	9,927	.....	7,800	10,272	9 25	2 08	203
250	a7,728,954	34,000	1.4	12,367	.....	8,279	12,359	10 68	4 02	204
740	a13,458,421	58,000	8.03	19,856	.....	14,480	17,658	13 89	2 37	205
1,200	.....	67,000	.....	16,484	.....	12,456	16,433	.....	.....	206
.....	2,948,478	10,500	2	8,499	302	6,190	8,497	10 96	2 88	207
3,400	39,296,936	248,655	14.5	76,990	3,221	50,775	76,990	12 09	1 76	208
2,000	14,742,515	236,680	4	73,321	.....	38,739	67,844	12 28	3 36	209
500	4,000,000	125,110	5.5	32,670	2,878	19,445	27,528	10 74	2 33	210
350	3,000,000	96,500	5	19,694	50	11,470	18,534	10 13	4 05	211
700	6,000,000	90,625	.....	e1,098	24,546	18,474	47,267	.....	.....	212
600	4,693,186	100,000	3.6	30,716	.....	14,320	28,272	.....	.....	213
9,500	82,883,577	630,579	3.3	198,654	93	129,500	177,901	.....	.....	214
700	.....	.....	.....	49,602	.....	.....	27,358	.....	.....	215
830	7,768,310	80,100	3.7	31,412	9,678	18,209	31,352	.....	.....	216
5,481	89,129,525	835,802	.....	331,281	13,135	141,363	f331,281	13 42	5.69	{ 217 218
322,567	6,887,842,594	86,104,594	.....	26,462,542	2,631,106	15,516,006	25,058,241	.....	.....	.....

d Census of 1875.

e These statistics, excepting receipts, are for white schools only.

f Includes \$106,306 for colored schools.

TABLE II.—Average expenses per capita of daily average attendance in city public schools.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
San Francisco, Cal.	\$25 63	\$5 84	Jersey City, N. J.	\$14 50	\$3 70
Newton, Mass.	24 87	6 90	Utica, N. Y.	14 46	4 18
Boston, Mass.	24 83	9 10	Springfield, Ohio.	14 45	5 23
Newport, R. I.	23 24	5 14	Binghamton, N. Y.	14 29	3 70
New York, N. Y.	20 81	7 63	Chillicothe, Ohio.	14 26	4 50
Norwich, Conn.	20 79	5 59	Jacksonville, Ill.	14 22	3 74
Cambridge, Mass.	20 66	4 81	Portland, Me.	14 13	4 59
Dayton, Ohio.	20 49	.....	Trenton, N. J.	14 09	3 71
Denver, Colo.	20 47	6 84	Richmond, Ind.	13 92	4 73
Salem, Mass.	20 21	4 76	Kingston, N. Y.	13 92	3 95
Minneapolis, Minn.	20 08	6 60	Lockport, N. Y.	13 91	2 68
Cincinnati, Ohio.	19 54	3 09	Hamilton, Ohio.	13 90	3 94
Orange, N. J.	19 43	5 58	Newark, N. J.	13 89	3 27
Columbus, Ohio.	18 78	6 23	Norfolk, Va.	13 89	2 37
New Haven, Conn.	18 55	4 61	Nashua, N. H.	13 84	2 78
Somerville, Mass.	18 40	4 28	Logansport, Ind.	13 74	3 89
Portland, Oreg.	18 38	4 46	Chester, Pa.	13 67	7 07
Pittsburgh, Pa.	18 36	4 20	Elmira, N. Y.	13 67	4 23
Omaha, Nebr.	18 13	5 09	Saginaw, Mich.	13 62	4 64
Fort Wayne, Ind.	17 92	3 42	Portsmouth, Ohio.	13 62	2 10
Council Bluffs, Iowa.	17 65	6 54	Detroit, Mich.	13 61	3 47
Davenport, Iowa.	17 64	4 13	Sandusky, Ohio.	13 59	3 65
Memphis, Tenn.	17 37	7 46	Toledo, Ohio.	13 56	3 06
Providence, R. I.	17 23	.....	Saratoga Springs, N. Y.	13 52	2 89
Burlington, Iowa.	17 06	5 93	New Orleans, La.	13 51	3 49
Lowell, Mass.	16 81	5 88	Long Island City, N. Y.	13 45	5 73
Fitchburg, Mass.	16 69	3 08	Georgetown, D. C.	13 42	5 69
Springfield, Mass.	16 50	3 51	Washington, D. C.		
Kansas City, Mo.	16 48	.....	Norristown, Pa.	13 34	4 72
St. Louis, Mo.	16 39	2 06	Ithaca, N. Y.	13 23	4 10
Covington, Ky.	16 20	2 15	Wilkes-Barre, Pa.	13 26	3 00
Louisville, Ky.	15 97	2 87	Fall River, Mass.	13 25	5 73
Des Moines, Iowa.	15 96	8 00	Indianapolis, Ind.	13 23	3 53
Cleveland, Ohio.	15 89	4 71	Dubuque, Iowa.	13 16	3 84
Nashville, Tenn.	15 79	2 30	Decatur, Ill.	13 10	3 31
Lynn, Mass.	15 74	5 15	Allegheny, Pa.	13 00	3 14
Taunton, Mass.	15 69	4 41	Akron, Ohio.	12 93	3 63
Knoxville, Tenn.	15 57	1 13	Canton, Ohio.	12 87	4 01
Portsmouth, N. H.	15 52	4 36	Atlanta, Ga.	12 87	1 73
Manchester, N. H.	15 46	3 32	Cohoes, N. Y.	12 82	4 64
Terre Haute, Ind.	15 42	2 94	Newburgh, N. Y.	12 69	3 68
Worcester, Mass.	15 27	3 74	Chicago, Ill.	12 55	2 91
Harrisburg, Pa.	15 18	3 22	Ann Arbor, Mich.	12 52	3 44
Holyoke, Mass.	15 09	3 66	Paducah, Ky.	12 51	2 38
Rochester, N. Y.	14 93	6 75	Woburn, Mass.	12 50	2 37
St. Joseph, Mo.	14 65	4 33	Quincy, Ill.	12 37	3 26
New London, Conn.	14 64	.....	Gloucester, Mass.	12 31	3 32
Vicksburg, Miss.	14 63	2 42	Wheeling, W. Va.	12 28	3 36

TABLE II.—Average expenses per capita of daily average attendance, &c.—Continued.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
New Brunswick, N. J.....	\$12 24	\$2 27	Oswego, N. Y.....	\$10 34	\$3 73
Auburn, N. Y.....	12 13	2 62	Janesville, Wis.....	10 13	4 05
Richmond, Va.....	12 09	1 76	Alton, Ill.....	10 10	2 60
Grand Rapids, Mich.....	12 07	2 08	Little Rock, Ark.....	10 10	2 22
Paterson, N. J.....	11 89	3 87	Columbus, Ga.....	9 85	1 97
Rock Island, Ill.....	11 72	4 20	Macon, Ga.....	9 81	94
Poughkeepsie, N. Y.....	11 62	4 49	Leavenworth, Kans.....	9 78	1 80
Bloomington, Ill.....	11 57	3 97	Hannibal, Mo.....	9 50	2 65
Syracuse, N. Y.....	11 49	3 88	Newport, Ky.....	9 40	.....
East Saginaw, Mich.....	11 48	3 68	New Castle, Pa.....	9 33	4 74
Lewiston, Me.....	11 26	5 46	Alexandria, Va.....	9 25	2 06
Steubenville, Ohio.....	11 24	2 63	Williamsport, Pa.....	9 09	3 25
Warwick, R. I.....	11 23	.....	Altoona, Pa.....	8 90	4 68
Bay City, Mich.....	11 20	3 37	York, Pa.....	8 89	.....
Peoria, Ill.....	11 20	2 57	Houston, Tex.....	8 19	99
Belleville, Ill.....	11 20	1 81	Marlborough, Mass.....	7 73	2 58
Wilmington, Del.....	11 15	3 45	Carbondale, Pa.....	6 24	1 73
Northampton, Mass.....	11 05	.....	Shenandoah, Pa.....	6 17	2 29
Portsmouth, Va.....	10 96	2 88	Allentown, Pa.....	5 90	.....
Joliet, Ill.....	10 88	2 80	Natchez, Miss.....	3 70	23
Fond du Lac, Wis.....	10 74	2 33	Waltham, Mass.....	(15 52)	.....
Lynchburg, Va.....	10 68	4 02	Adams, Mass.....	(15 34)	.....
Scranton, Pa.....	10 55	6 35	Bangor, Me.....	(11 88)	.....
Mansfield, Ohio.....	10 50	2 17	Woonsocket, R. I.....	.....	5 30
Chattanooga, Tenn.....	10 40	2 72			

While critics, both foreign and native, denounce or deride many features of our municipal administrative systems, they are nearly unanimous in approving of the systems and methods of supporting and managing our city public schools. Indeed no one can know the growth of our urban schools during the last twenty years without wonder, so great has been the improvement in the administration of city boards, in supervision, in the qualification of teachers, in methods of instruction, in text books and other appliances, and in school attendance. That this increase is directly traceable to the system is shown by the results of its substantial adoption in British cities since 1871, and in the cities of Japan after the visit of Mr. Tanaka to this country.

Notwithstanding this undeniable progress the city systems have been the occasion of severe criticism, in which ignorance, caprice, and conceit have played a conspicuous part. At one time it is charged that too much is attempted, at another, too little; now, that there is too much drill, again, that no thorough work is done; now, that the schools are godless, again, that they are sectarian.

Amid these perplexing contradictions the superintendents have in the main steadfastly devoted themselves to the improvement of the schools under their charge; the reports give encouraging instances of their hearty support by intelligent boards and committees, and it is even more gratifying to observe that whenever a question of merit in administration or methods has come clearly and fairly before the people, they have with remarkable unanimity sustained the better as against the worse.

One undeniable result of the great conflict of opinion and heated discussion which

school interests have excited is a better understanding of the administrative work of public education. Here neither partisan, sectarian, nor selfish considerations have place. Those to whom its duties are intrusted must have the preparation of specialists in that department; they must be men whose motives are pure and whose aims are high. Assuredly, then, if preparation, experience, and science are ever needful in human affairs, they are needful in the conduct of education.

A gratifying feature of the year's history is the effort on the part of intelligent committees to meet well advised popular demands in reference to inspection, methods, and the introduction of industrial training, and in general the relation between public education and public moral and physical well being. Rose colored or dark colored representations are rejected, and marked endeavors are made to obtain and present facts to direct attention to the actual condition of things, and to draw forth critical judgment and suggestion. Everywhere it is evident that the nearer honest, right minded persons get to the facts, to the actual condition of the schools, and comprehend their relation to the tender years of childhood, the better the results. Committees charged with financial responsibility have been severely taxed to economize in the direction least detrimental to the schools. In most instances they have shown a commendable reluctance to cut down teachers' salaries. The general sentiment is well represented in the language from the report of the board of education of New York City: "The board has steadily resisted the efforts made to reduce the salaries of the teachers, feeling that their labors were not remunerated at all in proportion to their intrinsic value to the community, and that the teachers, while devoting themselves earnestly to the laborious work of the school room, should not find their energies depressed by a stinted compensation." Notwithstanding the opposition in and out of school boards to retrenchment in this particular, an examination into financial statements reveals the mortifying fact that the decrease in city school expenses for the year has been largely made up from the item of teachers' salaries. It is apparent that too many members of school boards have a very imperfect understanding of the relative value of the expenditure which they vote. Important as are the financial questions, the questions concerning instruction and discipline have recently attracted greater attention. It would be difficult to describe fully the changes that have taken place in these departments, but the tendency of the changes is easily discerned. It is in brief against what is artificial, formal, rigid, and extraneous in systems of education and towards that which is essential. In an enumeration of specified conditions of the movement no sequence would be possible, as they have appeared at different times and in various orders. Prominent among them is the disposition to judge of teachers' qualifications by the standards that obtain in other professions. The reports abound in illustrations. The Milwaukee school board affirm that "all appliances are of slight importance as compared with the living teacher. Let the teacher be able, well instructed and trained, thorough, earnest, apt, and true, and he will convert the rudest shelter into a temple radiant with the light and genius of learning." The report from Columbus, Ohio, affirms that "in the intellectual progress and constantly growing culture of our teachers alone can we expect broad culture in our children." Dr. Philbrick, in his last report of the Boston schools, sums up the requisites to success in teaching as "thorough scholarship, common sense, experience, and professional study." He urges upon teachers "the study of the principles and methods" of their business and calls attention to the need of a well selected library of pedagogical works in every school. Dr. Samuel Eliot, his successor, considers it essential that there should be "respect for our teachers' nature," and adds, "if we would have them equal to their office we must believe they are so and make them believe it. The last thing to do is to make them disbelieve it by putting them into close restraint. The freer their movements, consistent with order and efficiency, the better for them, the better for the schools to which they will then be able to give their own life, instead of one borrowed or imposed." In proportion to the development of sound ideas, in regard to the position and qualifications of teachers, is the increase of attention given to methods of their appointment and their tenure of office. In some places it may be true that frequent

elections are necessary in order to drop out those that are incompetent and disqualified, but, generally speaking, the annual elections of superintendents and teachers throw into the life of the schools an uncertainty which is the source of serious evils.

The cities whose school systems yield the largest and best results and have honorable mention throughout the world are those in which this policy has prevailed of employing trained specialists as inspectors, supervisors, or superintendents. The success that is beginning to attract attention in connection with the experiment in Quincy, Mass., is attributable to the same principle, as is constantly affirmed by the committee which had the intelligence to see this better way and the authority to carry the plan into execution. The report submitted in March, 1878, indicated an actual reduction in the rate of expense per capita, and its authors claimed that, if it were possible to demonstrate by a similar kind of contrast and comparison the value of the moral and intellectual products then and before, a far greater constructive economy would be disclosed. It is simply the old story over again, that those fit to do a given work can perform it better than those who are not fit. The marvel is that among a people like the Americans this principle should be so often enforced by leading educators in the schools, on the platforms, and in reports, and should receive so hearty a response from the general good sense of the country, and yet in practice and in matters of education be so often and so utterly disregarded. No doubt every board adopting the same principles would experience the truth of the following words of the Quincy report:

The general conclusion which we would deduce from all our previous reports and multiplied observations is that the people of Quincy have reaped and are gathering to-day a harvest of greater value for their adoption of the system of superintendence than the committee ventures either to anticipate or to promise.

A glance at Table II of the statistical appendix shows 218 cities, each containing 7,500 inhabitants or over, employing in the public schools 27,944 teachers and having an attendance of 1,556,974 pupils. These figures alone are sufficient indications of the great responsibility pertaining to the office of inspector or supervisor and the imperative need of men trained for its duties; for, unless the directing authority knows what is good and bad in methods, the community will be in danger of choosing the bad and rejecting the good.

The reports of various city superintendents clearly indicate the prevalence of more rational ideas of methods and standards. There is manifested a determination to secure for the teacher proper freedom of action, while guarding against the follies and errors of incompetent teachers, by the preparation of carefully graded schedules of study, with practical suggestions for the school room. Some reports, like that of New York City, discuss each study separately, especially those pursued in the primary and secondary grades, and thus are made helpful handbooks for teachers. Practical ethics is a notable feature in the schedules. In Cincinnati it is provided that moral instruction must be given in all the grades. In Paterson, N. J., and Kansas City, Mo., object lessons on manners and morals are required throughout the course. In the programme of studies for Philadelphia, under the head of "miscellaneous," there are arranged topics for each grade, as for example the following for the fifth: "Habits and conduct; right and wrong; politeness at home; kindness to playmates; proper treatment of dumb animals; honesty." The superintendent of schools at Worcester, Mass., says in his report: "It cannot be admitted that moral training is absent from our schools; in nothing is their influence more marked. Sectarian training, it is true, is very properly absent; moral training is positive." The superintendent of Cambridge, Mass., cites the statute relating to the establishment of schools to show the obligation imposed on all instructors to exert their best endeavors to impress on the minds of the children and youth committed to their care the principles of justice and a sacred regard for truth. In the Boston scheme of studies this class of subjects is provided for by oral lessons in the lower grades and by text books in the higher. In this connection the superintendent says: "In moderating the requirements of our educational system, we shall find opportunity of improving the moral tone of the schools; courage, vigor, thoughtfulness

in details (especially in that which is comparatively unobtrusive), highmindedness in generalization—these are results of infinitely greater value than the highest percentages.”

SPECIAL SCHOOLS.

It is interesting to observe the efforts made in different communities to meet special demands on public instruction. In not a few instances special schools form an important part of the educational system in cities and large towns. They may be divided into three classes: (1) evening schools; (2) ungraded schools; (3) industrial schools.

The elementary evening schools afford instruction in the ordinary English course, to which are generally added in the evening high schools art, industrial training, and sometimes Latin, German, and French. As examples of special training schools, may be mentioned 6 evening drawing schools in Boston and 1 in Fitchburg; 5 evening drawing schools for both sexes at Worcester, Mass., and the Nautical School in New York; 2 schools for licensed minors in Boston; the ungraded and cosmopolitan schools in San Francisco; the German-American schools of St. Louis, Chicago, Cincinnati, and Baltimore, and the French-English schools of New Orleans.

In Albany the evening schools are reported to have proved almost a complete failure. The 8 evening schools opened in Baltimore, Md., at the beginning of the year were closed in March, in consequence of the want of funds for necessary expenses, but in general the reports bear emphatic testimony to the important and practical success of schools of this class. In the half year from October, 1877, to March, 1878, Boston reports 1 evening high school and 16 elementary, in addition to the 6 drawing schools previously mentioned. The average number belonging to the high school was 1,100, the average attendance was 430, and the average number of teachers 11, giving an average of 43 pupils to each teacher. The entire enrolment in 11 schools was 4,744; the average number belonging, 1,711; the average number attending, 956; and the average number of teachers, 108, giving an average of 9 pupils to each teacher. Worcester maintains 3 evening schools; Salem, Fitchburg, Springfield, Hartford, Providence, and many other New England towns, one or more, according to their population. New York City supported 222 evening classes, but, though the sessions for the year show a large enrolment, the average attendance reached only 39 per cent., and in general these schools were less successful than during the preceding year. The entire enrolment was 19,809, and the average attendance 7,655; of the number who entered, 1,111 could not read and 1,374 could not write; 311 were discharged, and 4,193 received certificates for good conduct. In summing up the case of the night schools the assistant superintendent in charge of the work calls attention to the great demand for teachers of superior ability in this class of schools. The scholars who attend have generally been fatigued by the labors of the day, and unless specially interested must sink into drowsiness and inattention. In Paterson, N. J., there were 5 evening schools. In Philadelphia the exact number is not given. The president of the board of education, however, says the night schools are of inestimable value and should receive a more generous appropriation. Cincinnati maintains one evening high school, in which were enrolled 736 males and 121 females, with 15 teachers; 44 graduates received diplomas in book-keeping and drawing. There were 15 elementary evening schools, with an enrolment of 2,262 males and 585 females, taught by 60 teachers. The average age of the pupils was 16 years for whites and 23 years in the 3 schools for colored pupils. In Chicago 7 elementary schools were opened 5 evenings in each week for 14 weeks, and 1 high school 5 evenings a week for 25 weeks. The course in the high school, in addition to the common English studies, included mechanical drawing, book-keeping, and stenography. Two thousand five hundred and fifty-five males and 690 females were reported; the average attendance was 847.8, and the total cost was \$7,511.23, giving as cost per pupil, estimated on total enrolment, \$2.31; estimated on average attendance, \$8.86. My attention has been called to the withdrawal of the pupils from these schools and their attendance during the evening upon gatherings for

the discussion of communistic doctrines, destructive alike to labor and capital, to the individual and the community. St. Louis reports 34 evening schools, with an enrolment of about 6,000, maintained at an expense of \$24,337.64, of which \$22,603.40 were for teachers' salaries. In San Francisco there were 13 evening schools, with a total enrolment of 1,176. Unusual efforts have been made to secure teachers of ability and experience for these and to introduce so far as possible gradation and classification. In the commercial classes the instruction is eminently thorough and practical. Other special classes are those in free hand, mechanical, and architectural drawing, higher mathematics, and classes for foreigners unable to speak English. The principal of the evening schools says: "In a year when the finances of the department have been considerably crippled, the board has recognized the value and usefulness of these schools by opening them two months earlier than usual, and giving the committee authority to organize classes and employ teachers as fast as pupils presented themselves."

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1870 to 1878, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions....	53	65	98	113	124	137	151	152	156
Number of instructors....	178	445	773	887	966	1,031	1,065	1,189	1,227
Number of students.....	10,028	10,922	11,778	16,620	24,405	29,105	33,921	37,082	39,669

TABLE III.—Summary of

States.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
			Total.	Number of normal students.		Number of other students.		Whole number.	Number who have engaged in teaching.
				Male.	Female.	Male.	Female.		
Alabama.....	5	26	802	193	176	259	174	3	.....
Arkansas.....	3	13	664	49	36	331	248	a9	a31
California.....	2	17	707	98	509	(b100)		107	104
Connecticut.....	1	8	140	18	122	0	0	25	23
Georgia.....	2	9	276	(b176)		32	23	.....	.....
Illinois.....	9	61	1,999	605	689	433	272	120	67
Indiana.....	6	53	3,738	2,030	1,362	207	139	68	40
Iowa.....	5	32	705	230	330	67	78	52	43
Kansas.....	2	9	384	140	210	20	14	2	1
Kentucky.....	6	25	410	141	105	95	69	17	9
Louisiana.....	4	13	378	61	157	63	97	41	18
Maine.....	4	18	559	142	298	59	60	58	43
Maryland.....	4	30	512	67	308	39	98	39	31
Massachusetts.....	7	57	1,182	150	1,032	.....	.....	259	87
Michigan.....	1	13	638	114	224	120	180	96	88
Minnesota.....	3	26	831	171	366	147	147	59	53
Mississippi.....	2	12	256	101	52	67	36	3	.....
Missouri.....	8	55	2,008	(b100)		(b103)		147	101
Nebraska.....	2	12	303	747	722	175	161		
New Hampshire.....	1	5	142	102	130	.....	.....	50	.....
New Jersey.....	1	23	241	14	83	28	17	43	37
New York.....	9	173	6,676	59	182	.....	.....	41	35
North Carolina.....	6	39	1,090	(b838)		(b1,326)		657	275
Ohio.....	15	86	2,922	486	2,643	98	1,285		
Pennsylvania.....	13	181	5,382	(b220)		119	85	7	6
Rhode Island.....	1	12	145	379	287	.....	.....	.....	.....
South Carolina.....	2	17	505	(b162)		456	259	225	160
Tennessee.....	8	40	1,564	1,213	832	.....	.....	.....	.....
Vermont.....	3	22	460	1,758	2,212	562	850	383	319
Virginia.....	5	42	1,058	13	132	.....	.....	19	18
West Virginia.....	7	28	810	39	42	229	195	10	4
Wisconsin.....	5	57	2,016	355	448	442	319	38	11
District of Columbia.....	3	11	122	163	239	30	28	99	62
Utah.....	1	2	44	212	213	314	319	73	44
Total.....	156	1,227	39,669	265	265	94	83	56	39
				563	502	456	495	114	95
				12	35	58	17	20	19
				23	21	.....	.....	31	.....
				(b1,496)		(b1,529)		2,971	1,863
				10,841	14,979	5,000	5,753		

a The Arkansas Industrial University makes no report of its number of graduates, while reporting 22 as engaged in teaching.

statistics of normal schools.

Volumes in libraries.		Number of schools in which drawing is taught.	Number having collections of models, casts, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas on completion of the course.
Whole number.	Increase in the last school year.										
2,800	.....	2	.....	3	3	2	3	.....	.....	2	4
550	210	3	0	3	3	1	1	0	.....	2	2
1,416	.....	2	1	2	.....	1	1	2	.....	2	2
1,500	25	1	1	1	0	1	1	1	0	0	1
.....	.....	.....	.....	2	1	.....	1	.....	.....	1	2
8,522	991	6	3	7	5	5	9	6	1	5	9
6,500	800	5	1	5	2	2	2	1	.....	3	3
3,100	40	4	1	3	3	3	3	1	.....	2	4
1,400	.....	2	0	2	1	1	1	1	0	1	2
4,500	200	1	.....	4	4	2	2	2	.....	3	3
1,002	118	1	.....	2	1	.....	.....	.....	.....	.....	1
2,025	25	4	2	3	1	3	4	2	.....	2	4
3,260	.....	3	2	4	3	2	2	2	2	3	3
8,870	220	7	6	6	.....	5	5	5	1	2	7
1,600	0	1	0	1	0	1	1	1	0	1	1
900	200	3	1	3	0	3	2	2	1	3	3
200	12	1	.....	2	2	1	1	0	0	2	2
14,822	670	7	4	7	6	4	5	5	1	4	7
.....	.....	1	1	1	1	1	1	1	1	1	1
.....	12	1	0	0	0	0	1	0	0	1	1
200	50	1	1	1	1	1	1	1	0	1	1
9,349	350	9	6	9	2	9	9	6	4	8	9
3,200	400	2	.....	6	2	2	2	2	1	2	4
10,050	681	9	6	10	6	8	9	4	2	5	11
14,945	1,366	13	7	12	10	9	12	6	4	11	8
1,040	20	1	1	1	.....	1	1	.....	0	0	1
500	.....	1	.....	1	1	.....	1	.....	1	.....	1
14,300	1,300	4	1	7	4	3	5	3	1	5	2
1,425	25	3	.....	1	2	2	3	.....	.....	1	6
2,843	59	1	0	4	3	2	2	0	1	3	2
2,670	166	2	.....	2	5	0	1	0	1	.....	6
2,657	244	5	3	5	2	3	5	5	1	4	5
470	20	3	1	3	0	1	2	1	0	3	3
2,717	.....	0	0	0	0	1	1	1	0	0	.....
129,333	8,204	109	49	123	74	80	100	61	23	83	121

b Sex of these not reported.

c Classification of 71 not reported.

TABLE III.—*Summary of statistics of normal schools.*

States.	Number of normal schools supported by—											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students. <i>a</i>	Number of schools.	Number of instructors.	Number of students. <i>a</i>	Number of schools.	Number of instructors.	Number of students. <i>a</i>	Number of schools.	Number of instructors.	Number of students. <i>a</i>
Alabama.....	2	9	267	.....	.....	.....	.....	.....	.....	3	17	102
Arkansas.....	2	10	50	.....	.....	.....	.....	.....	.....	1	3	35
California.....	1	17	603	.....	.....	.....	.....	.....	.....	1	.....	4
Connecticut.....	1	8	140	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	1	6	176	.....	.....	.....	.....	.....	.....	1	3	40
Illinois.....	2	26	658	2	11	279	.....	.....	.....	5	24	357
Indiana.....	1	9	450	.....	.....	.....	1	20	2,555	4	24	387
Iowa.....	2	6	258	.....	.....	.....	1	16	163	2	10	139
Kansas.....	<i>c</i> 1	6	200	.....	.....	.....	.....	.....	.....	1	3	150
Kentucky.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	25	246
Louisiana.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	13	218
Maine.....	2	11	387	.....	.....	.....	.....	.....	.....	<i>d</i> 2	7	53
Maryland.....	2	16	305	.....	.....	.....	.....	.....	.....	2	14	70
Massachusetts.....	6	50	1,080	.....	.....	.....	1	7	102	.....	.....	.....
Michigan.....	1	13	338	.....	.....	.....	.....	.....	.....	.....	.....	.....
Minnesota.....	3	26	537	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi.....	<i>e</i> 2	12	153	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missouri.....	5	37	1,231	.....	.....	.....	2	13	393	1	5	5
Nebraska.....	1	8	232	.....	.....	.....	.....	.....	.....	1	4	.....
New Hampshire.....	1	5	97	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey.....	1	23	241	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York.....	8	114	2,646	.....	.....	.....	1	59	1,321	.....	.....	.....
North Carolina.....	2	15	476	.....	.....	.....	.....	.....	.....	4	24	410
Ohio.....	.....	.....	.....	1	6	137	5	43	608	9	37	1,462
Pennsylvania.....	10	147	2,876	.....	.....	.....	1	27	952	2	7	142
Rhode Island.....	1	12	145	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	17	81
Tennessee.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	40	803
Vermont.....	3	22	402	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia.....	1	21	246	<i>f</i> 2	9	10	1	6	130	1	6	30
West Virginia.....	6	23	517	.....	.....	.....	.....	.....	.....	1	5	116
Wisconsin.....	3	38	700	.....	.....	.....	.....	.....	.....	2	19	365
District of Columbia.....	.....	.....	.....	.....	.....	.....	1	4	20	2	7	27
Utah.....	<i>g</i> 1	2	44	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	72	692	15,455	5	26	426	14	195	6,193	65	314	5,242

a This summary contains the strictly *normal* students only, as far as reported; for total number of students, see the preceding summary.

b Receives aid from county also.

c No appropriations for the last year.

d Receive some allowance from State.

e One of these does not appear to have had appropriations for the last year.

f One of these is partially supported by State.

g Territorial appropriation.

TABLE III.—*Appropriations for normal schools.*

Name of school.	Appropriation, 1878.	State appropriation per capita of pupils in the last year. <i>a</i>
State Normal School, Florence, Ala.....	\$5,000	.....
Lincoln Normal University, Marion, Ala.....	4,000	\$16 00
Normal department of Arkansas Industrial University, Fayetteville, Ark.....	15,400	.....
Branch Normal College, Arkansas Industrial University, Pine Bluff, Ark.....	1,600	17 58
California State Normal School, San José, Cal.....	24,500	40 63
Connecticut State Normal School, New Britain, Conn.....	12,000	78 00
Normal department of Atlanta University, Atlanta, Ga.....	8,000	.....
Southern Illinois Normal University, Carbondale, Ill.....	22,790	33 58
Cook County Normal and Training School, Englewood, Ill.....	16,000	50 00
Illinois State Normal University, Normal, Ill.....	24,700	55 26
Peoria County Normal School, Peoria, Ill.....	3,000	.....
Indiana State Normal School, Terre Haute, Ind.....	18,000	37 77
Northern Indiana Normal School and Business Institute, Valparaiso, Ind.....	12,000	.....
Iowa State Normal School, Cedar Falls, Iowa.....	6,750	25 00
Eastern Iowa Normal School, Grandview, Iowa.....	2,926	.....
State Normal School, Emporia, Kans.....	1,000	.....
Eastern State Normal School, Castine, Me.....	7,500	35 00
Western State Normal School, Farmington, Me.....	7,500	29 52
Normal department of Maine Central Institute, Pittsfield, Me.....	600	11 32
Baltimore Normal School for Colored Teachers, Baltimore, Md.....	2,000	20 00
Maryland State Normal School, Baltimore, Md.....	10,500	43 38
Massachusetts Normal Art School, Boston, Mass.....	11,000	50 00
State Normal School, Bridgewater, Mass.....	13,000	.....
State Normal School, Framingham, Mass.....	12,000	.....
State Normal School, Salem, Mass.....	14,000	44 16
Westfield State Normal School, Westfield, Mass.....	12,600	93 33
Massachusetts State Normal School, Worcester, Mass.....	12,725	.....
Michigan State Normal School, Ypsilanti, Mich.....	18,300	.....
State Normal School, Mankato, Minn.....	12,000	46 73
State Normal School, St. Cloud, Minn.....	9,000	40 00
State Normal School, Winona, Minn.....	12,000	30 00
Mississippi State Normal School, Holly Springs, Miss.....	3,000	24 24
Southeast Missouri Normal School, Cape Girardeau, Mo.....	7,500	25 38
College of Normal Instruction, Columbia, Mo.....	(b)	.....
Lincoln Institute, Jefferson City, Mo.....	5,000	30 00
North Missouri State Normal School, Kirksville, Mo.....	7,500	14 00
Northwest Normal School, Oregon, Mo.....	1,500	.....
St. Louis Normal School, St. Louis, Mo.....	13,371	.....
State Normal School, second district, Warrensburg, Mo.....	7,500	16 59
Nebraska State Normal School, Peru, Nebr.....	12,500	.....
New Hampshire State Normal School, Plymouth, N. H.....	95,000	.....
New Jersey State Normal School, Trenton, N. J.....	20,000	.....
New York State Normal School, Albany, N. Y.....	18,000	.....

a Exclusive of appropriations for permanent objects.

b Appropriation in common with the university.

c Annual appropriation to the university.

d County appropriation.

e City appropriation; also, \$10,000 county appropriation.

f City appropriation.

g Also \$775 town appropriation.

TABLE III.—*Appropriations for normal schools—Continued.*

Name of school.	Appropriation, 1878.	State appropriation per capita of pupils in the last year. <i>a</i>
State Normal School, Brockport, N. Y	\$23,000	\$19 14
State Normal School, Buffalo, N. Y	18,000	64 00
State Normal and Training School, Cortland Village, N. Y.....	18,000	45 00
State Normal and Training School, Fredonia, N. Y	18,000	.....
State Normal School, Geneseo, N. Y	18,000	52 00
Normal College, New York, N. Y	b92,000	.....
Oswego State Normal and Training School, Oswego, N. Y	c62,900	36 51
State Normal and Training School, Potsdam, N. Y.....	18,000	.....
University Normal School, Chapel Hill, N. C.....	2,000	4 97
State Colored Normal School, Fayetteville, N. C	2,000	23 00
Northwestern Ohio Normal School, Ada, Ohio	b20,000	.....
Cincinnati Normal School, Cincinnati, Ohio	b7,600	.....
Cleveland City Normal School, Cleveland, Ohio	b5,600	.....
Geneva Normal School, Geneva, Ohio	d1,200	1 42
Mansfield Normal School, Mansfield, Ohio	b500	.....
Sandusky Training School, Sandusky, Ohio	b600	.....
Pennsylvania State Normal School, sixth district, Bloomsburg, Pa.....	10,112	.....
Southwestern State Normal School, California, Pa	10,000	5 00
Northwestern State Normal School, Edinboro', Pa	10,000	15 00
State Normal School, Indiana, Pa	3,665	12 05
Keystone State Normal School, Kutztown, Pa	5,000	.....
Central State Normal School, Lock Haven, Pa	10,000	15 00
Pennsylvania State Normal School, fifth district, Mansfield, Pa.....	10,000	30 00
Philadelphia Normal School for Girls, Philadelphia, Pa	b32,484	.....
Cumberland Valley State Normal School, Shippensburg, Pa.....	10,000	.....
West Chester State Normal School, West Chester, Pa	11,377	7 75
Rhode Island State Normal School, Providence, R. I	11,500	.....
Freedmen's Normal Institute, Maryville, Tenn.....	e303	.....
McNairy County Normal School, Purdy, Tenn.....	b100	.....
State Normal School, Castleton, Vt.....	1,000	24 00
Johnson State Normal School, Johnson, Vt.....	2,372	19 76
State Normal School, Randolph, Vt.....	2,644	11 50
Valley Normal School, Bridgewater, Va	e373	.....
Shenandoah Valley Normal School, Strasburg, Va	f225	1 33
Concord State Normal School, Concord Church, W. Va.....	2,000	.....
Fairmont State Normal School, Fairmont, W. Va	2,000	10 00
State Normal School at Glenville, Glenville, W. Va.....	1,500	35 00
Marshall College State Normal School, Huntington, W. Va	2,000	14 50
Shepherd College, Shepherdstown, W. Va	2,000	g3 35
West Liberty State Normal School, West Liberty, W. Va	2,000	.....
Oshkosh State Normal School, Oshkosh, Wis.....	18,243	21 15
Wisconsin State Normal School, Platteville, Wis.....	16,900	21 60
River Falls State Normal School, River Falls, Wis.....	13,113	36 32
Washington Normal School, Washington, D. C.....	b2,500	.....
Normal department of the University of Deseret, Salt Lake City, Utah	2,000	45 45

a Exclusive of appropriations for permanent objects.*b* City appropriation.*c* \$44,900 was a special appropriation.*d* County appropriation; also \$200 State appropriation.*e* County appropriation.*f* County appropriation; also an equal amount from the State.*g* Per month.

The increased recognition of the importance of the teacher's office consequent upon the widespread discussion of educational interests has led to constant inquiry concerning the average age at which public school teachers begin their work and the duration of their services. To satisfy these inquiries the Commissioner addressed a circular letter to the principals of normal and high schools asking information as to the two particulars. Of the 74 returns received, 23 were unable to furnish information, in 26 cases additional time was necessary, and 20 supplied the following data:

Name of institution.	Average age of graduates.	Age at which graduates begin teaching.		Number of years graduates teach.
		Male.	Female.	
California State Normal School, San José, Cal	20-21			
German Evangelical Lutheran Normal School, Addison, Ill		(19-24)		
Spiceland Academy, Spiceland, Ind		(18)		5
Iowa University, Iowa City, Iowa		(24-28)		
Eastern State Normal School, Castine, Me		(14-18)		
State Normal School, Farmington, Me	21			
Maryland State Normal School, Baltimore, Md	20			
State Normal School, Framingham, Mass				6½
State Normal School, Salem, Mass		(20)		6-8
State Normal School, Westfield, Mass		(20)		6
State Normal School, Winona, Minn		(19)		3-4
Fruitland High School, Jackson, Mo		(18-22)		
Nebraska State Normal School, Peru, Nebr	22			
State Normal and Model School, Trenton, N. J		(20)		5
Cincinnati Normal School, Cincinnati, Ohio		(19-20)		
Western Reserve Normal School, Milan, Ohio		21	17	3
Southwestern State Normal School, California, Pa		(18-24)		
Pennsylvania Normal School, Lock Haven, Pa		(20-22)		
Cumberland Valley State Normal School, Shippensburg, Pa	20½			
Wisconsin State Normal School, River Falls, Wis		20½	18½	

The discussion of normal schools is a healthy sign and cannot fail of good results. They need the attention and interest thus excited, since insufficient support and public indifference have chiefly prevented the fulfilment by them of the ends for which they were established.

Thus far the facts indicate that the more thoroughly they are studied and understood the deeper becomes the conviction of their necessity. That there is a science of teaching, founded on abstract principles, and an art of teaching (which, like all other arts, may be acquired by practice under the direction of experienced masters) is no longer doubted. All the arguments for technical and professional schools apply equally to normal schools, with an additional argument for their maintenance by the State. Dr. Martin B. Anderson states the condition in his discussion of voluntarism in higher education:

The principle of self-preservation would justify special appropriations [by the State] for the training of common school teachers in academies and normal schools, if it can be shown that the law of supply and demand, acting through institutions supported on the voluntary principle, will not furnish teachers in sufficient number and with sufficient education to meet the necessities of the case.

It had been shown when normal schools were first established that the law of supply and demand acting as thus suggested did not meet the necessities of the case, and when this investigation is now made with thoroughness and candor a similar conclusion is reached. The whole discussion is outlined in the following extracts from

the speech of Hon. John I. Gilbert, in the assembly of the State of New York, upon the resolution in reference to normal schools :

The most skilful and effective way to destroy [our public] schools is to render them inefficient and unworthy of popular regard. Neglect the means and appliances necessary to make them useful, and the people will soon consent to the abandonment of those schools which the wisest statemen of our land have ever declared to be the safeguard of our free institutions. Foremost among those appliances is the provision for securing competent teachers.

If, therefore, you would break down our system of common schools, I can see no *surer* way than to abandon our State normal schools.

These schools were not *made*; they *grew*, and are still growing. They sprung up in this and other States to meet a recognized and profoundly felt want—the want of competent and trained teachers.

In some of the nations of Europe, particularly in Germany, whose educational system confessedly stands at the head of the world, the same want was felt and substantially the same means were resorted to to supply it.

Thus have the normal schools of this and other countries had their origin in the universal need of trained and competent teachers.

A proposition has been submitted to abandon these normal schools as State institutions. In support of this proposition a test is offered and certain charges made. We accept the test and propose to examine the charges. The normal schools desire and invite the fullest investigation. They dread nothing but false conclusions drawn from a partial and misleading examination.

Since the proposition to abandon the normal schools was made in this house, I have received numerous letters from eminent educators occupying high positions in many States of the Union, all of them deprecating any injury to our normal schools as a blow aimed at the entire common school system of the country. The superintendent of public instruction for the State of Maryland says: "I have given ten years of study to this question in all its bearings; I have watched the discussions through six successive legislatures in this State, and I am profoundly convinced that such a step as is proposed would be a national calamity." From the department of public instruction in Rhode Island, we have this: "My apology for addressing you is the universal importance of the matter now pending in your assembly relative to normal schools. The step proposed in your honorable body is one fraught with the utmost danger, not only to your own State, as I believe, but to the cause of common school education throughout the Union, if not in still wider circles." The superintendent of public instruction for Wisconsin writes: "I sincerely hope the normal schools of New York, my native State, will suffer no detriment from the present or any future legislature. Wisconsin has four normal schools, modelled after those of New York in the main, and these have done and are doing most excellent service for the State in the cause of common school education. There can be no doubt our schools are worth many times their entire cost. I came into office three years ago with some prejudices against them, but every succeeding year's experience has more fully convinced me of their value in our State system. If the State abandons your schools, I believe it would be a long step backwards—an injury and reproach to the educational cause both in and beyond the State which disowns her own best creations."

W. H. Wells, of Chicago, who stands among the leading educators of the country, and who is now a member of the Chicago board of education, writes: "I was for twenty years connected with education in Massachusetts, and afterward for eight years superintendent of public schools in Chicago, and have had a pretty good opportunity to judge of the fruits of normal schools both East and West. I feel authorized to say that no principle is more fully established in the minds of intelligent educators in this country and in Europe than this: that normal schools are essential to the highest success of public school instruction. Do not wise and intelligent legislators see that the highest interests of education will be subserved by directing attention to the correction of evils and abuses when they are found to exist in normal schools, and not by the destruction of the system itself? My lifelong interest in the general cause of education must be my apology for this intrusion." This last suggestion is entirely in accordance with the purpose of the resolution now under consideration. Let us discriminate between the imperfections of a system and the system itself; between an incidental defect that may be cured and an essential principle that should be embodied and preserved.

We are virtually repeating the discussion long since closed in Prussia, Austria, and some other European countries. In them the existence of normal schools is assured, and public action is directed to perfecting them. In the normal schools of Germany, the theory of pedagogics is expounded with philosophic breadth and scientific precision. Here students preparing for the teacher's profession are trained in methods which become practical guides to them in their work as teachers of the young. The effect of this exact training, having always clearly defined aims in view, is seen in all departments of elementary, secondary, and university instruction.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, as reported to this Bureau from 1870 to 1878, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions....	26	60	53	112	126	131	137	134	129
Number of instructors....	154	163	263	514	577	594	599	568	527
Number of students.....	5,824	6,460	8,451	22,397	25,892	26,109	25,234	23,496	21,048

TABLE IV.—Summary of statistics of commercial and business colleges.

States.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last school year.
			Total number of students excluding duplicate enrollments.	In day school.	In evening school.		
Alabama	3	5	40	40	.....	1, 100	60
California	5	37	a749	663	83	750	115
Georgia	1	3	196	181	15	.....	.....
Illinois	12	62	a2, 099	1, 611	399	17, 900	1, 200
Indiana	6	27	966	746	236	.....	.....
Iowa	6	25	1, 027	894	317	.....	.....
Kansas	2	4	60	30	30	.....	.....
Kentucky	2	5	a422	231	66	.....	.....
Louisiana	2	12	313	229	84	800	50
Maine	2	2	a274	175	75	.....	.....
Maryland	1	.....	.....	.....	.....	.....	.....
Massachusetts	4	19	457	444	13	150	.....
Michigan	7	20	1, 002	750	285	1, 050	.....
Minnesota	3	6	522	{ (76) 397	80	179	17
Mississippi	1	10	130					130	0	1, 500	200
Missouri	6	32	1, 229	{ (306) 729	194	21, 025b	35
Nebraska	1	2	78					43	35	.....	.....
New Hampshire	1	2	100	50	50	.....	.....
New Jersey	4	22	398	273	125	600	20
New York	20	84	4, 393	3, 246	1, 304	2, 870	.....
North Carolina	1	1	12	12	.....	.....	.....
Ohio	11	33	1, 868	1, 413	528	150	10
Pennsylvania	12	49	a2, 172	{ (587) 909	231	581	156
Rhode Island	3	21	819					679	140	150	.....
Tennessee	3	7	395	249	146	417	.....
Texas	1	2	46	32	14	.....	.....
Virginia	1	1	46	30	16	524	12
West Virginia	2	6	170	117	53	.....	.....
Wisconsin	5	20	940	739	228	240	.....
District of Columbia	1	3	125	74	51	.....	.....
Total	129	527	a21, 048	{ (969) 15, 116	4, 798	{ 49, 986	1, 875

a Classification not reported in all cases.

b Includes library of St. Louis University, which is reported with commercial department.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1878, inclusive :

	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions	42	55	95	130	129	159
Number of instructors	73	125	216	364	336	376
Number of pupils	1,252	1,636	2,809	4,090	3,931	4,797

TABLE V.—Summary of statistics of Kindergärten.

States.	Number of schools.	Number of teachers.	Number of pupils.
California	6	7	96
Colorado	1	2	22
Connecticut	2	5	55
Georgia	1	1	17
Illinois	7	22	274
Indiana	1	3	35
Iowa	1	5	37
Kansas	1	—	—
Kentucky	4	7	78
Louisiana	1	—	—
Maine	4	4	25
Maryland	3	10	56
Massachusetts	18	31	346
Michigan	2	3	54
Minnesota	2	8	50
Missouri	15	66	1,129
New Jersey	14	32	552
New York	28	70	855
Ohio	12	19	196
Pennsylvania	22	46	387
South Carolina	1	1	20
Tennessee	2	2	—
Wisconsin	7	14	305
District of Columbia	6	18	208
Total	159	376	4,797

Efforts have been made during the year to spread the knowledge of Kindergarten principles and methods, in which endeavor the American Fröbel Union has aided greatly by its conferences and publications.

Wherever the influence has extended mothers have been excited to a deeper and more intelligent interest in the development of their young children, many have sought instruction in normal classes that they might be prepared to apply the training to their own children, and in numerous instances neighborhood Kindergärten have been started by mothers thus interested. Mrs. A. R. Aldrich, principal of the Florence (Mass.) Kindergarten, writes : " We have more applications for Kindergarten teachers to go to eastern and western schools than we have had graduates." In general the schools for training teachers report more applications for Kindergarten teachers than can be supplied.

Among the important results of the increased interest in the subject is the multiplication of charity Kindergärten. These reach the children of the poor and desti-

tute, who must otherwise suffer neglect or be exposed to vicious influences in the most tender and susceptible years. Seventeen such schools are supported in Boston and vicinity, by Mrs. Shaw, daughter of Prof. Agassiz, and reports of similar schools, under the auspices of church societies and benevolent persons, have been received from New York, Philadelphia, Chicago, and Cincinnati.

The question of the introduction of the Kindergarten into our public school system is attracting much attention.

The public Kindergarten in Boston was closed (as stated in the report) on account of its expensiveness. In St. Louis, under the gratuitous supervision of Miss Susan E. Blow, the public Kindergärten have achieved great success, and a system has been developed that furnishes its own directors, assistants, and supervisors. Through this system the cost of the Kindergarten has been reduced from \$11.36 for each pupil being in 1875-'76 to \$5.70 in 1878, and from \$5.75 per capita of enrolment to \$3.52. It thus appears that the St. Louis system will solve the question of Kindergarten economy. Of the whole number of Kindergärten in the city 19 were in districts in which they received only the children of the poorest classes. These numbered 2,687 of the 5,359 children enrolled in that grade.

The superintendent says: "As this report goes to press, the experiment of uniting Kindergarten work with primary work is in successful progress. The children of the first year in the course of study take primary instruction for one-half of the day and Kindergarten instruction for the other half."

A public Kindergarten is reported in Lewiston, Me.; also one in the twenty-second ward, New York City. A public Kindergarten has been opened in San Francisco, supported by the members of the Kindergarten Association. It is in charge of Miss Kate H. Smith, a graduate of Miss Emma Marwedel's Kindergarten. Miss Marwedel, who has charge of the school in Oakland, has been chiefly instrumental in awakening interest in Kindergarten training in the State.

TABLE VI.—SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction making returns from 1871 to 1878, inclusive:

	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions.....	638	811	944	1,031	1,143	1,229	1,226	1,227
Number of instructors.....	3,171	4,501	5,058	5,466	6,081	5,999	5,963	5,747
Number of students	80,227	98,929	118,570	98,179	108,235	106,647	98,371	100,374

TABLE VI.—*Summary of statistics of*

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama.....	11	23	22	827	503	324	697	167	36
Arkansas.....	4	6	8	263	134	134	230	33	10
California.....	25	80	133	3,761	1,630	2,131	2,790	430	922
Colorado.....	2	2	14	181	1	180	30	2	46
Connecticut.....	46	6	104	1,857	834	1,023	1,252	470	406
Delaware.....	11	33	21	622	354	268	347	131	50
Florida.....	7	10	36	1,163	424	744	759	68	34
Georgia.....	119	141	97	6,263	3,557	2,611	4,125	1,151	255
Illinois.....	26	61	145	3,037	1,061	2,026	1,567	426	454
Indiana.....	14	23	34	1,899	786	1,113	896	109	32
Iowa.....	40	71	84	3,440	1,708	1,732	2,012	447	332
Kansas.....	2	1	11	80	9	71	65	15	3
Kentucky.....	53	94	123	3,844	1,610	2,134	2,766	717	456
Louisiana.....	9	12	34	775	338	437	243	35	125
Maine.....	23	41	37	1,956	1,058	868	1,249	364	148
Maryland.....	35	106	84	2,647	1,553	1,094	1,609	361	441
Massachusetts.....	51	104	178	3,881	1,678	2,203	2,679	645	765
Michigan.....	6	16	18	517	299	218	280	67	48
Minnesota.....	18	40	53	2,098	1,002	1,096	1,537	317	483
Mississippi.....	10	11	19	670	331	339	578	133	33
Missouri.....	21	59	60	1,964	1,060	904	1,146	245	303
Nebraska.....	1	3	5	89	6	74	80	22	26
Nevada.....	1								
New Hampshire.....	33	52	59	2,084	1,143	897	1,338	388	129
New Jersey.....	48	98	109	2,886	1,530	1,306	1,628	649	678
New York.....	211	570	679	20,539	9,365	7,735	10,178	3,358	3,110
North Carolina.....	33	49	64	2,495	1,056	1,233	1,935	493	200
Ohio.....	45	95	127	4,151	2,129	2,022	2,317	445	749
Oregon.....	18	24	52	1,741	745	996	1,019	94	107
Pennsylvania.....	96	229	335	6,922	3,947	2,900	4,451	1,324	1,233
Rhode Island.....	7	15	15	310	135	175	197	136	75
South Carolina.....	9	17	21	803	246	557	579	69	39
Tennessee.....	61	88	101	4,630	2,567	2,063	3,256	724	193
Texas.....	15	35	31	1,552	883	669	810	105	132
Vermont.....	29	51	75	2,724	1,316	1,468	1,748	576	284
Virginia.....	22	44	53	1,305	654	601	977	361	239
West Virginia.....	9	7	26	773	255	491	155	14	23
Wisconsin.....	15	41	83	2,164	854	1,065	1,248	194	556
District of Columbia.....	25	49	97	1,150	314	836	772	236	240
Indian Territory.....	1	2	1	60	60	0	60		
New Mexico.....	2	1	12	307	38	269	64		
Utah.....	12	18	48	1,768	837	931	1,211	87	47
Washington Territory.....	1	1	5	60		60		13	3
Total.....	1,227	2,429	3,318	100,374	48,110	47,993	60,880	15,651	13,445

a Sex not reported in all cases.*b* Includes \$2,000 from rents.*c* Course not specified in all cases.*d* Of this \$500,000 is the income of Girard College for Orphans, Philadelphia, but the amount of funds from which it is derived is not reported.

institutions for secondary instruction.

Number of students.				Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Libraries.		Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.				Number of volumes.	Increase of volumes in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
43	5	18	-----	3	7	7	6,380	300	\$108,000	-----	-----	\$6,400
11	10	-----	2	1	4	4	50	-----	16,500	-----	-----	2,750
48	86	84	37	21	21	21	11,979	811	571,000	\$6,000	\$600	37,150
2	-----	-----	-----	2	2	2	1,340	256	120,000	-----	-----	10,000
144	37	28	3	27	23	28	16,931	655	564,300	13,500	760	58,120
65	40	11	4	7	7	8	2,520	520	97,000	7,000	410	7,900
26	10	6	10	3	4	4	2,100	247	53,000	87,500	6,760	3,720
516	186	145	21	23	47	51	5,427	448	257,450	26,531	1,655	71,561
84	53	17	6	19	22	21	10,083	609	981,000	36,000	2,800	94,066
74	84	66	8	6	9	7	4,220	46	96,000	39,000	3,340	11,125
144	110	56	10	18	22	22	5,991	301	394,600	49,000	4,000	30,985
-----	-----	-----	-----	2	1	1	170	-----	21,500	-----	-----	5,000
234	142	60	16	20	35	41	12,350	257	499,250	10,000	63,750	88,034
6	-----	4	-----	5	6	6	675	-----	60,500	-----	-----	9,474
156	34	23	11	10	13	15	7,260	203	229,100	87,492	5,634	20,139
131	55	48	10	22	21	21	39,809	520	592,200	704,000	40,640	53,900
232	47	36	9	43	32	29	33,035	3,013	1,027,073	780,352	46,121	60,612
12	8	-----	9	4	3	3	2,177	106	97,500	6,370	520	7,832
138	53	34	3	11	16	13	2,787	234	294,000	14,000	1,400	44,301
40	6	23	-----	2	7	6	1,122	100	59,500	-----	-----	10,700
111	76	29	-----	14	16	18	12,116	623	186,050	34,200	2,320	53,250
2	0	1	0	1	1	1	2,500	-----	12,000	-----	-----	2,800
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
176	21	13	1	15	10	13	10,815	113	257,450	167,500	9,732	16,877
190	6	61	29	30	31	31	17,773	958	601,150	47,500	3,625	88,173
cl, 625	423	313	117	137	117	121	140,632	14,706	3,827,291	522,569	82,664	459,463
196	81	37	-----	12	18	18	12,200	30	247,100	-----	300	26,551
430	94	151	3	18	27	27	22,560	785	669,850	110,862	9,472	36,472
68	94	5	-----	7	12	10	3,995	220	147,500	23,500	1,430	16,670
369	64	109	31	78	52	52	52,797	1,628	4,225,450	151,100	2507,331	164,322
27	-----	12	5	6	4	4	6,475	300	623,000	135,303	8,552	45,919
47	14	19	2	5	6	6	1,810	204	113,500	-----	-----	6,467
312	133	91	23	13	34	33	11,642	515	353,400	15,000	3,880	46,260
76	53	190	-----	5	8	9	3,950	175	123,000	-----	-----	16,010
232	16	36	8	17	22	25	11,888	218	462,500	76,650	4,820	32,312
87	39	40	2	10	9	11	11,810	50	145,700	5,000	25,480	40,480
15	2	3	-----	3	6	7	700	-----	31,700	-----	-----	1,460
26	24	9	25	9	12	11	13,090	1,025	486,500	13,190	1,069	56,282
35	4	9	2	15	10	16	7,715	156	75,000	-----	-----	6,832
-----	-----	4	-----	-----	1	1	500	0	-----	-----	6,000	-----
-----	-----	-----	-----	-----	1	2	-----	-----	-----	-----	-----	-----
24	-----	3	1	5	9	6	1,992	260	109,500	2,000	540	12,465
-----	-----	-----	-----	1	1	1	200	50	-----	-----	-----	-----
6,206	2,167	1,785	408	650	709	733	513,566	30,642	18,837,114	\$3,171,119	\$765,605	1,762,827

^e\$5,000 is an annual income of Bethel Classical and Military Academy, but the funds producing it are not reported.

^fThese totals should be considered with reference to notes above given.

Statistical summary of pupils receiving secondary instruction.

States and Territories.	In city high schools (Table II, a)	In normal schools (Table III, b)	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of—			Total.
					Institutions for superior instruction of women (Table VIII).	Universities and colleges (Table IX).	Schools of science (Table X).	
Alabama		433	827		212	53	104	1,629
Arkansas		579	268			231		1,078
California	1,316	100	3,761	555		1,352		7,084
Colorado			181	30		104		315
Connecticut	479		1,857	1,015	65			3,416
Delaware			622		15	56		693
Florida	38		1,168					1,206
Georgia	501	60	6,268	53	364	221		7,467
Illinois	2,039	705	3,087	238	223	2,612	142	9,046
Indiana	1,048	346	1,899	30	30	1,440	119	4,912
Iowa	392	145	3,440	83	98	1,818	73	6,049
Kansas		34	80		45	652		811
Kentucky	860	164	3,844	86	799	876		6,629
Louisiana	279	160	775		74	227	28	1,543
Maine	375	119	1,956	571				3,021
Maryland		137	2,647	220	28	160	16	3,208
Massachusetts	6,189		3,881	2,759	68	370		13,267
Michigan	1,177	300	517		33	982		3,009
Minnesota	189	294	2,098		8	438		3,027
Mississippi		103	670		346	357	121	1,597
Missouri	1,039	439	1,964		433	1,170	60	5,105
Nebraska	63		80			196	5	344
Nevada						40		40
New Hampshire	190	45	2,084	741	124			3,184
New Jersey	1,599		2,886	267	50	39	35	4,876
New York	3,715	2,709	20,539	2,351	498	1,634		31,446
North Carolina		204	2,495		192	259		3,150
Ohio	3,998	715	4,151	930	188	3,629	133	13,744
Oregon	122		1,741			741	80	2,684
Pennsylvania	1,530	1,412	6,922	886	233	1,884	73	12,940
Rhode Island	142		310	554				1,006
South Carolina		424	803	150	150	366	240	2,133
Tennessee	137	761	4,630	80	505	1,906		8,019
Texas	99		1,552	275	293	1,054	75	3,348
Vermont		58	2,784	101	77			3,020
Virginia	350	633	1,305	270	201	101	161	3,021
West Virginia		177	773		35	122	85	1,192
Wisconsin	116	951	2,164	293	137	732		4,393
District of Columbia	142	75	1,150			308		1,675

a In ninety-five cities.*b* Strictly normal students are not included.

Statistical summary of pupils receiving secondary instruction—Continued.

Territories.	In city high schools (Table II). <i>a</i>	In normal schools (Table III). <i>b</i>	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of—			Total.
					Institutions for superior instruction of women (Table VIII).	Universities and colleges (Table IX).	Schools of science (Table X).	
Indian Territory.....	60	.....	.....	.....	.....	60
New Mexico.....	307	.....	.....	.....	.....	307
Utah.....	1,768	.....	.....	136	.....	1,904
Washington.....	60	.....	.....	.....	.....	60
Total.....	98,124	12,282	100,374	12,538	5,594	26,266	1,550	186,658

a In ninety-five cities.*b* Strictly normal students are not admitted.

The following interesting summary of free public high schools in Indiana, prepared by Hon. J. H. Smart, State superintendent of public schools in Indiana, is rendered specially valuable in view of the animated discussions on the high school question, and is therefore inserted by itself. The settlement of this question will hardly be possible until the facts in connection with high school instruction are more extensively observed, recorded, and generalized.

Statistics relating to high schools

Names of cities and towns.	Population.	Number of children at last enumeration.	Enrolment in city schools.	High school established.	Number of years from primary to high school.	Number of years in high school course.
Albion	1,200	332	307	1876	-----	-----
Anderson	5,000	1,203	902	1873	11	3
Aurora	4,000	1,500	734	1863	12	4
Bloomington	2,700	799	764	1871	10	2
Columbus	5,000	1,436	829	1870	12	4
Delphi	2,500	956	497	1865	11	3
Edinburgh	2,000	676	504	1870	8	3
Fort Wayne	29,000	11,306	3,357	1861	12	4
Frankfort	3,300	850	632	1875	12	4
Franklin	4,000	956	709	1871	12	4
Greensburg	5,000	1,163	818	1869	12	3
Hagerstown	-----	-----	246	-----	11	3
Goshen	5,000	1,294	945	1871	12	4
Huntington	4,500	1,273	610	1873	11	4
Indianapolis	100,000	25,012	12,093	1864	12	4
Kokomo	5,000	1,262	-----	1873	12	4
Lawrenceburgh	5,500	1,692	850	1858	8	3
Logansport	15,000	4,031	1,743	1867	12	4
Michigan City	6,000	1,957	1,285	1868	12	4
Mishawaka	2,700	871	530	1874	12	4
Muncie	4,650	1,550	1,149	1867	11	3
New Castle	2,300	731	553	1874	12	4
Noblesville	2,500	728	585	1872	12	4
North Manchester	1,800	412	363	1876	12	4
Peru	6,000	1,675	880	1869	12	4
Plymouth	3,750	1,036	603	1873	12	3
Princeton	3,000	1,185	700	1869	11	3
Seymour	4,000	1,282	767	1870	12	4
Shelbyville	4,000	1,191	739	1862	11	3
Terre Haute	22,000	7,665	4,032	1863	12	4
Vincennes	11,000	3,392	1,109	1871	12	4
Washington	5,000	1,467	831	1877	7	3

in the State of Indiana in 1878.

Enrolment in high school.			Number of pupils in each year of high school.				Number of graduates since school was established.	Number of regular teachers in high school.			Number of special teachers.	Total cost of tuition in high school.	Amount of local tuition tax received by board for year ending January 31, 1878.	Persons educated in high school now teaching in city schools.
Males.	Females.	Total.	First.	Second.	Third.	Fourth.		Males.	Females.	Total.				
19	34	53	.....	.....	.....	.....	.....	1	.....	1	.....	.....	.....	.....
25	49	74	39	24	11	.....	23	2	.....	2	.....	\$1,125 00	\$1,486 08	3
20	27	47	8	13	17	9	.....	$\frac{3}{4}$	2	$2\frac{3}{4}$	.....	1,410 00	432 59	7
88	84	172	98	74	.....	.....	157	2	1	3	.....	1,300 00	1,957 00	.....
20	27	47	16	11	14	6	45	1	2	3	.....	775 00	3,165 79	8
22	23	45	14	15	16	.....	36	1	.....	1	.....	1,000 00	1,283 51	1
13	33	46	31	6	9	.....	.....	14	2	.....	2	1,000 00	1,341 63	2
74	113	187	77	57	32	21	156	2	4	6	3	6,290 00	7,270 92	64
20	33	53	28	8	3	14	26	1	$\frac{1}{2}$	$1\frac{1}{2}$	.....	900 00	2,547 66	1
27	53	80	49	15	10	6	33	1	1	2	1	1,270 00	.....	2
38	55	93	30	42	21	.....	65	2	.....	2	.....	1,425 00	2,987 05	3
21	14	35	28	7	.....	.....	.....	1	.....	1	.....	600 00	.....	2
26	41	67	16	23	8	20	11	2	1	3	.....	1,725 00	1,415 54	3
26	39	65	28	17	10	10	7	.....	2	2	.....	1,050 00	.....	.....
203	322	525	270	143	77	35	140	5	6	11	2	17,084 40	166,503 00	70
43	58	101	43	26	16	16	28	1	1	2	.....	1,320 00	1,888 72	5
18	20	38	.....	.....	.....	.....	18	1	.....	1	1	760 00	.....	10
46	68	114	47	20	27	20	73	2	2	4	.....	2,500 00	.....	13
20	37	57	31	12	7	7	40	$\frac{1}{2}$	$2\frac{3}{8}$	$3\frac{1}{8}$	.....	2,320 00	.....	4
13	25	38	23	10	3	2	2	1	1	2	.....	1,000 00	913 24	2
32	47	79	45	23	11	.....	89	1	1	2	.....	2,141 00	3,026 41	5
21	33	54	29	9	11	5	8	1	.....	1	1	1,350 00	2,293 63	.....
15	28	43	17	15	5	6	13	.....	1	1	1	943 00	1,943 57	3
9	6	15	7	5	3	.....	.....	.....	.....	.....	.....	958 96	.....	.....
27	52	79	36	17	16	10	78	.....	$2\frac{1}{2}$	$2\frac{1}{2}$	.....	1,200 00	.....	6
15	17	32	5	12	15	.....	17	$\frac{1}{2}$	1	$1\frac{1}{2}$	.....	650 00	1,629 16	.....
27	29	56	33	11	12	.....	40	1	1	2	.....	1,300 00	2,354 93	2
29	37	66	23	21	11	11	26	1	1	2	.....	1,215 00	1,428 10	1
16	22	38	29	5	4	.....	35	1	.....	1	.....	950 00	5,021 39	5
70	152	222	95	63	40	24	159	$2\frac{1}{2}$	3	$5\frac{1}{2}$	.....	4,830 00	10,932 31	31
63	77	140	65	35	28	12	46	2	1	3	.....	3,000 00	.....	15
14	19	33	18	9	6	.....	7	1	.....	1	.....	840 00	1,039 99	1

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau for 1873, 1874, 1875, 1876, 1877, and 1878:

	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions.....	86	91	102	105	114	114
Number of instructors.....	690	697	746	736	796	818
Number of students.....	12,487	11,414	12,954	12,369	12,510	12,538

TABLE VII.—Summary of statistics of preparatory schools.

States.	Number of schools.	Number of instructors.	Number of students.				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
California.....	5	38	34	167	354	16	.....
Colorado.....	1	2	3	6	21	.....	.....
Connecticut.....	6	51	349	73	593	54	17
Georgia.....	1	2	.....	.....	53	.....	.....
Illinois.....	4	24	102	54	82	10	4
Indiana.....	1	4	230	.....	.....	.....	.....
Iowa.....	1	6	11	1	71	0	0
Kentucky.....	1	6	19	15	52	.....	.....
Maine.....	5	22	256	6	309	66	6
Maryland.....	2	15	21	5	194	7	1
Massachusetts.....	22	164	1,073	191	1,495	186	30
New Hampshire.....	6	41	451	36	254	80	5
New Jersey.....	4	22	36	13	218	4	7
New York.....	21	178	702	201	1,448	108	28
Ohio.....	6	83	365	102	463	74	8
Pennsylvania.....	10	59	246	76	564	43	24
Rhode Island.....	4	38	175	30	349	22	4
South Carolina.....	1	3	20	0	130	.....	.....
Tennessee.....	1	5	20	30	30	112	.....
Texas.....	1	14	10	15	250	4	.....
Vermont.....	2	8	9	.....	92	4	1
Virginia.....	5	15	2181	29	60	22	5
Wisconsin.....	4	18	82	57	154	22	7
Total.....	114	818	4,195	1,107	7,236	834	147

a Includes scientific and other students.

b Includes a number of students preparing for both courses.

TABLE VII.—*Summary of statistics of preparatory schools—Continued.*

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
California.....	5,600	145	\$195,000	.....	.....	\$7,000
Colorado.....	.....	.....	3,000	.....	.....	700
Connecticut.....	10,000	290	390,583	\$176,557	\$8,200	14,030
Georgia.....	0	0	10,000	.....	.....	.....
Illinois.....	3,100	100	42,000	.....	.....	3,633
Indiana.....	.....	.....	300	.....	.....	3,900
Iowa.....	2,300	.....	85,000	13,000	1,300	1,469
Kentucky.....	.....	.....	30,000	.....	.....	4,000
Maine.....	1,330	235	77,000	46,000	2,760	4,235
Maryland.....	2,500	50	55,000	.....	800	15,300
Massachusetts.....	21,400	530	740,500	253,000	20,277	113,197
New Hampshire.....	8,000	20	292,000	366,528	21,023	101,360
New Jersey.....	400	10	221,000	20,000	.....	5,603
New York.....	14,590	519	1,099,087	35,100	2,457	49,087
Ohio.....	26,300	396	590,000	120,000	8,887	46,209
Pennsylvania.....	5,850	250	261,300	60,000	4,200	38,450
Rhode Island.....	3,052	150	216,000	101,000	6,000	27,610
South Carolina.....	.....	.....	.....	.....	.....	.....
Tennessee.....	.....	.....	4,000	.....	.....	2,200
Texas.....	1,200	.....	.....	.....	.....	.....
Vermont.....	1,250	40	55,000	10,000	600	1,300
Virginia.....	5,900	425	37,500	.....	.....	.....
Wisconsin.....	4,050	250	95,000	5,000	300	6,800
Total.....	116,822	3,411	4,499,270	1,206,185	76,804	446,088

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils from 1870 to 1878, inclusive :

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions....	33	136	175	205	209	222	225	220	225
Number of instructors.....	378	1,163	1,617	2,120	2,285	2,405	2,404	2,305	2,478
Number of students.....	5,337	12,841	11,288	24,613	23,445	23,795	23,856	23,022	23,639

I would also invite attention to the following summary by States :

TABLE VIII.—*Summary of statistics of insti*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students.
		Total.	Males.	Females.		
Alabama	10	72	18	54	16	212
California	2	10	2	8	25	.....
Connecticut.....	2	17	3	14	3	65
Delaware	1	8	2	6	2	15
Georgia	14	83	32	51	13	364
Illinois	10	114	26	88	13	223
Indiana	2	15	3	12	2	30
Iowa	2	25	.....	25	9	98
Kansas	1	12	3	9	9	45
Kentucky	23	169	44	125	40	799
Louisiana	5	33	7	26	2	74
Maine	2	12	7	5	.....	.....
Maryland	6	53	8	45	2	28
Massachusetts	10	169	50	119	65	68
Michigan.....	2	15	4	11	2	33
Minnesota.....	2	16	2	14	.....	8
Mississippi.....	9	66	15	51	12	346
Missouri	15	164	31	133	24	433
Nevada	1	6	1	5	.....	.....
New Hampshire.....	4	31	9	22	3	124
New Jersey	4	38	15	23	16	50
New York	15	246	44	202	49	498
North Carolina.....	7	75	20	55	14	192
Ohio.....	12	147	36	111	16	188
Oregon	1	12	2	10	.....	.....
Pennsylvania	13	c136	37	90	5	233
South Carolina	4	25	8	17	4	150
Tennessee.....	17	c137	30	84	18	505
Texas	10	c69	16	46	10	293
Vermont	1	12	6	6	.....	77
Virginia	14	125	45	80	13	201
West Virginia.....	2	17	4	13	2	35
Wisconsin.....	2	18	4	14	2	137
Total.....	225	c2, 147	534	1, 574	331	5, 524

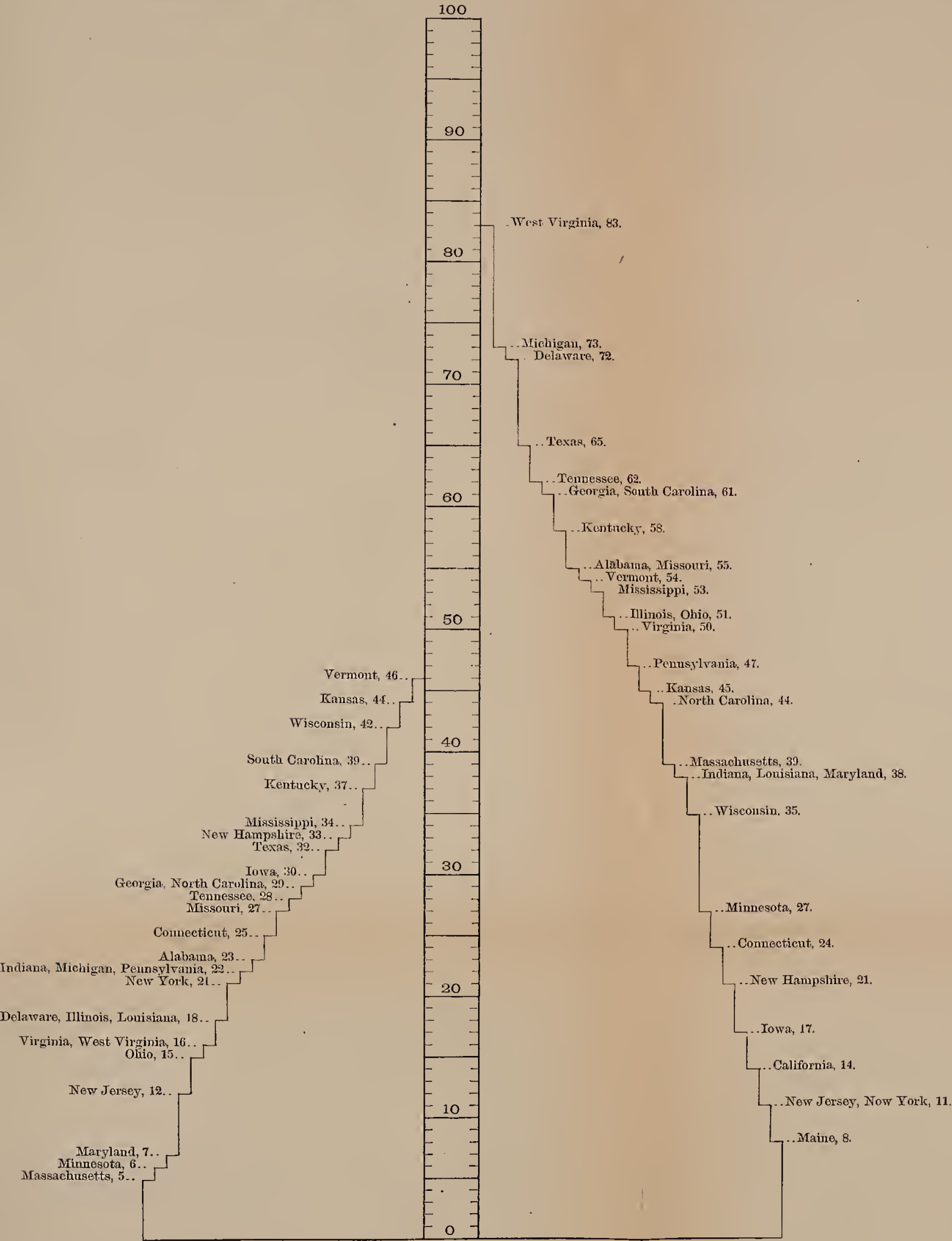
a Classification not reported in all cases.*b* Includes 4 special teachers.

Diagram No. 5,

Showing the percentage to total number of students in colleges for women of the—

NUMBER IN PREPARATORY DEPARTMENTS.

NUMBER IN THE REGULAR COLLEGIATE COURSE.



tutions for the superior instruction of women.

Students.				No. of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c.			
Number in collegiate department.			Total number in all departments.		Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
In regular course.	In special or partial course.	Graduate students.								
508	41	21	a923	7	7,325	50	\$388,000	-----	-----	\$19,230
46	1	-----	a336	1	4,000	1,300	15,000	-----	-----	11,323
60	-----	4	a255	-----	1,900	100	58,000	-----	-----	4,000
60	7	1	83	1	1,500	-----	53,000	\$0	\$0	3,000
747	98	33	1,242	13	8,864	300	400,000	-----	-----	39,275
618	205	18	a1,214	8	11,400	175	625,000	31,000	820	55,517
53	6	0	a139	1	1,300	-----	70,000	-----	-----	7,570
57	20	2	a327	2	1,740	115	12,000	-----	-----	-----
46	2	0	a102	1	725	20	100,000	0	0	-----
1,260	42	7	a2,183	15	12,020	582	486,000	-----	-----	48,075
156	-----	-----	a406	5	2,300	120	130,000	20,000	2,000	7,400
28	-----	-----	a358	2	3,500	200	85,000	34,300	2,150	5,000
158	17	24	a417	2	8,000	50	154,200	20,000	1,000	7,000
531	123	5	a1,342	2	40,768	1,576	1,020,000	405,974	21,178	59,588
112	6	2	153	1	1,130	45	25,000	-----	-----	8,000
35	-----	-----	a130	1	1,200	-----	18,000	-----	-----	1,600
546	22	5	a1,032	8	5,700	57	162,000	-----	-----	29,643
881	44	16	a1,614	13	7,400	264	344,000	20,000	1,200	48,765
-----	-----	-----	40	-----	200	-----	30,000	0	0	2,400
78	45	7	a380	3	2,810	45	122,000	101,700	6,170	12,670
44	160	5	a402	2	3,300	125	125,000	-----	-----	21,000
275	59	40	a2,399	3	28,329	745	1,076,259	45,400	4,224	172,352
298	28	14	a672	5	4,650	75	252,000	5,500	330	24,500
630	173	13	a1,236	4	12,792	292	840,000	19,000	1,160	62,183
-----	-----	-----	132	-----	550	-----	-----	-----	-----	-----
500	125	10	a1,058	7	15,304	435	577,000	11,950	700	21,206
236	1	1	388	3	1,000	80	30,000	-----	-----	-----
1,132	91	29	a1,823	16	24,430	195	326,600	30,000	1,800	50,860
606	26	4	929	7	2,100	100	119,500	5,000	500	14,812
90	-----	-----	167	1	600	-----	110,000	8,000	480	-----
606	9	17	a1,218	12	4,450	410	442,000	-----	-----	55,400
176	2	0	213	2	-----	-----	10,000	-----	-----	4,500
114	72	3	326	2	4,000	800	60,000	-----	-----	13,285
10,687	1,425	281	a23,639	150	235,287	8,256	8,264,959	757,824	43,712	810,154

c Sex not reported in all cases.

TABLE IX.—Summary of statistics of

States and Territories.	No. of universities and colleges.	Preparatory department.						Number of students unclassified.	Collegiate department.					
		Number of instructors.	Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.	
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.				Male.	Female.	Male.	Female.
Alabama	4	2	53	53	.....	.....	.....	50	53	414	.....	.....	.....	.....
Arkansas	5	4	a231	96	64	43	.....	.....	18	102	24	10	.....	.....
California	12	28	1,352	1,121	231	172	317	.....	170	894	317	58	93	67
Colorado	2	1	a104	36	18	28	26	.....	9	13	9	1	.....	.....
Connecticut	3	.....	.....	.....	.....	.....	.....	.....	120	942	842	5	11	.....
Delaware	1	5	56	32	24	6	3	.....	5	50	27	8	.....	.....
Georgia	6	6	221	172	49	79	11	.....	44	441	355	19	10	1
Illinois	28	71	a2,612	1,551	739	555	725	163	201	2,241	b859	186	261	146
Indiana	16	41	a1,440	887	427	479	358	102	152	1,326	b701	87	140	36
Iowa	19	34	1,818	1,169	649	344	352	71	139	1,263	381	170	178	133
Kansas	8	11	652	426	226	90	132	.....	62	279	77	19	63	14
Kentucky	13	18	876	663	213	267	126	.....	76	771	b370	106	79	12
Louisiana	7	7	227	194	33	58	.....	103	32	230	18	.....	7	.....
Maine	3	.....	.....	.....	.....	.....	.....	.....	35	422	405	17	.....	.....
Maryland	8	7	160	133	27	85	17	49	66	1,132	146	24	12	2
Massachusetts	7	1	370	370	.....	150	.....	.....	138	1,710	1,551	37	22	.....
Michigan	9	25	982	574	408	180	186	42	98	1,016	156	25	77	59
Minnesota	5	2	438	276	162	117	185	13	56	234	108	10	45	20
Mississippi	5	11	357	357	.....	43	15	.....	25	326	201	9	13	6
Missouri	17	39	1,170	1,024	146	226	178	.....	157	1,266	200	82	43	35
Nebraska	3	9	196	141	55	55	93	.....	24	123	36	12	15	9
Nevada	1	1	40	16	24	.....	.....	.....	1	.....	.....	.....	.....	.....
New Hampshire	1	.....	.....	.....	.....	.....	.....	.....	20	315	246	.....	69	.....
New Jersey	4	10	39	39	.....	7	6	.....	53	663	511	.....	.....	.....
New York	26	76	1,634	1,325	309	479	310	379	375	3,175	1,644	265	472	104
North Carolina ..	7	5	259	226	33	148	30	99	42	723	361	.....	33	.....
Ohio	34	75	a3,629	2,450	942	993	921	.....	271	2,761	1,204b	103	413	333
Oregon	7	13	741	385	356	143	226	.....	29	248	117	63	42	24
Pennsylvania	27	58	1,884	1,510	374	783	485	86	257	1,874	1,310b	111	189	60
Rhode Island	1	.....	.....	.....	.....	.....	.....	.....	16	243	198	.....	24	.....
South Carolina	7	7	366	268	98	124	65	82	37	334	218	2	30	2
Tennessee	21	45	1,906	1,307	599	290	253	.....	118	1,400	b481	68	87	42
Texas	11	25	a1,054	547	307	161	267	.....	55	930	250	28	27	.....
Vermont	3	.....	.....	.....	.....	.....	.....	.....	15	192	119	8	65	.....
Virginia	8	4	101	101	.....	65	11	.....	69	1,004	181	.....	.....	.....
West Virginia	4	3	122	116	6	42	80	.....	25	260	153	37	48	.....
Wisconsin	8	16	732	570	162	241	238	.....	94	780	270	67	143	49
Dist. of Columbia.	4	13	308	276	32	123	5	.....	34	144	b89	.....	8	.....
Utah	1	3	136	70	66	.....	.....	.....	3	.....	.....	.....	.....	.....
Washington	2	6	.....	.....	.....	.....	.....	114	9	127	17	14	5	5
Total	358	682	a26,266	18,481	6,779	6,576	5,621	1,353	3,203	30,368	14,152	1,651	2,724	1,169

a Sex not reported in all cases.

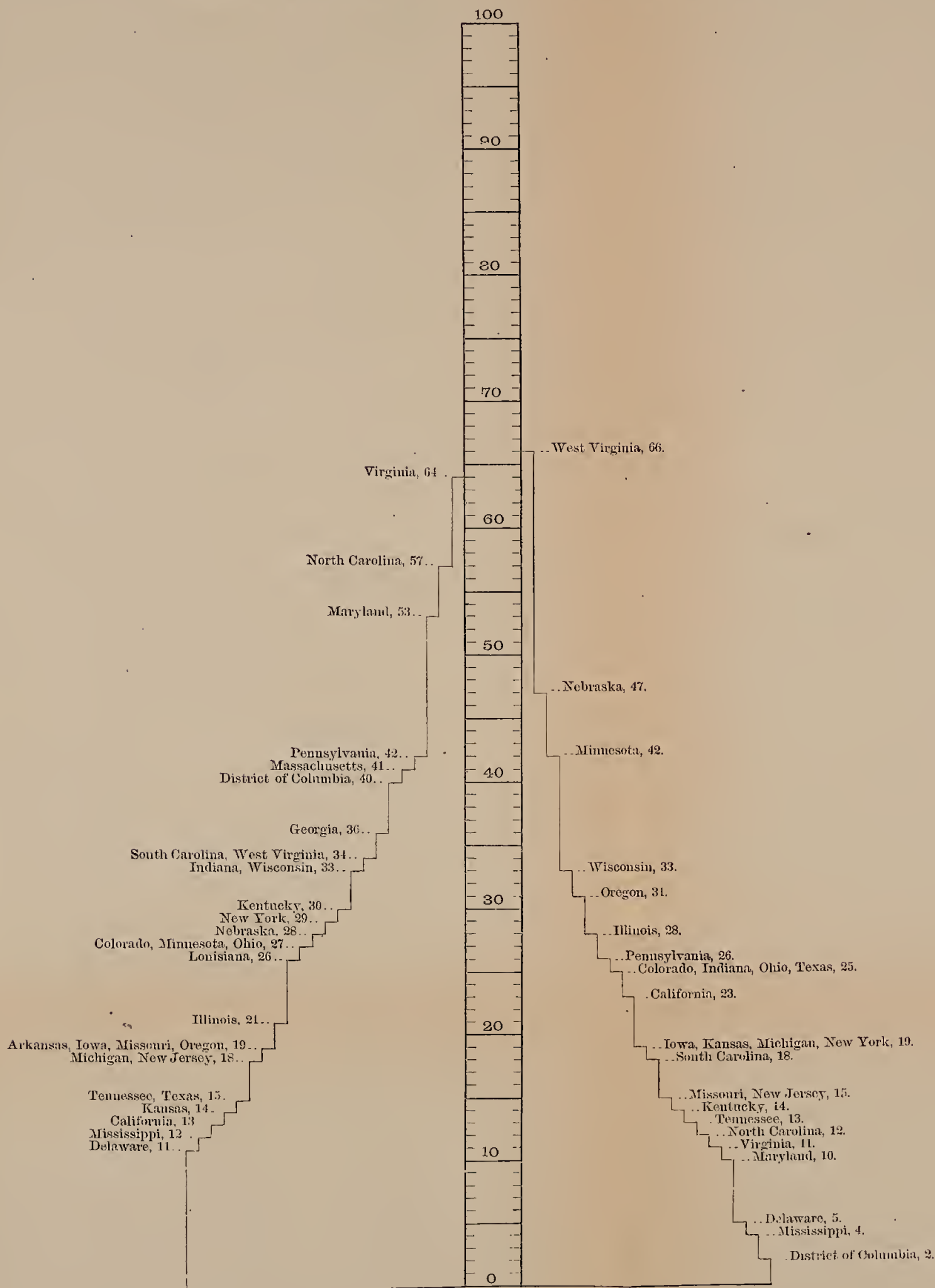
b Classification not reported in all cases.

Diagram No. 6,

Showing the percentages to the whole number of students in college preparatory departments of—

CLASSICAL PREPARATORY STUDENTS.

SCIENTIFIC PREPARATORY STUDENTS.



universities and colleges — Continued.

Collegiate department.		Volumes in libraries.			Property, income, &c.					
Special or optional students.	Number of graduate students.	Number in college libraries.	Increase in the last collegiate year.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
.....	.....	12,400	550	3,500	\$505,000	\$302,000	\$24,000	\$2,000	.....	.....
9	.....	1,165	150	.....	42,000	19,000	1,900	5,100	.....	\$1,000
119	49	43,610	1,100	11,165	1,428,000	870,000	116,055	103,400	\$25,000	.....
.....	.....	2,000	200	.....	130,000	.....	15,000	.....	7,000	.....
35	49	136,273	6,050	20,000	472,884	587,055	42,709	93,221	.....	.....
13	2	6,500	150	2,000	75,000	83,000	4,980	540	.....	.....
14	4	32,213	690	8,100	610,000	505,000	42,300	20,900	16,000	2,800
304	12	110,893	2,318	19,950	2,498,020	2,188,000	128,766	75,684	.....	93,000
67	20	58,872	650	7,053	1,185,000	715,500	47,700	18,043	23,000	25,000
39	14	48,510	3,145	6,681	1,197,000	632,027	53,700	41,380	23,600	10,500
103	3	20,300	800	2,800	499,000	58,500	4,713	7,123	29,748	12,000
8	6	36,719	862	14,509	642,500	486,400	25,470	37,413	600	c1,000
.....	.....	22,500	100	2,000	170,000	278,400	19,488	4,677	.....	.....
.....	.....	39,900	469	14,600	730,000	721,238	26,050	16,576	.....	87,927
43	42	39,100	200	900	380,500	3,027,570	181,734	9,902	40,065	.....
12	81	267,990	13,788	16,419	1,250,000	4,925,317	304,107	213,850	.....	230,200
102	15	50,240	3,250	5,900	1,068,450	577,946	79,958	20,089	77,100	66,000
41	.....	19,604	3,156	1,315	296,870	507,387	49,081	5,139	19,000	6,160
.....	7	9,600	150	3,000	421,000	70,000	3,960	3,200	38,000	.....
31	22	84,425	1,339	8,700	1,149,500	739,000	155,125	51,555	.....	63,550
45	6	3,700	450	200	218,000	23,000	.....	5,900	25,000	.....
.....	.....	.....	.....	.....	.....	.....	.....	6,000	.....	.....
.....	.....	54,835	.....	.....	100,000	450,000	25,000	21,400	1,000	100,000
.....	61	53,200	3,000	4,500	1,220,000	1,172,812	81,003	23,765	.....	65,000
238	29	229,841	4,114	19,300	6,353,653	8,440,692	477,942	341,775	168,000	286,400
79	.....	28,000	950	37,000	481,000	165,000	10,500	18,700	369	600
216	16	249,821	2,141	41,493	2,973,336	1,713,158	177,101	53,786	23,000	121,500
.....	2	8,120	130	1,800	277,000	185,782	15,600	11,238	.....	50,500
71	20	165,596	2,775	70,622	4,479,500	3,454,000	181,439	130,349	.....	142,400
7	14	51,000	.....	.....	.....	600,193	38,077	28,032	0	145,762
.....	4	21,780	593	6,000	220,000	502,500	31,116	6,200	4,500	35,387
28	13	43,837	1,995	5,795	1,247,500	1,175,000	75,890	28,954	1,060	37,000
81	4	14,460	1,132	1,800	409,000	35,000	1,900	38,850	175	.....
.....	.....	33,865	1,041	1,000	368,000	318,145	13,010	7,576	500	57,900
69	2	79,580	630	25,200	1,605,000	345,300	21,858	26,062	30,000	18,000
20	2	9,290	520	3,500	455,000	147,000	9,800	5,396	17,500	.....
92	1	44,331	4,847	3,800	843,500	806,036	52,292	64,639	42,360	42,000
.....	1	45,000	175	4,700	770,000	240,000	8,500	8,000	.....	18,340
.....	.....	2,717	.....	.....	.....	.....	.....	3,070	3,000	.....
.....	1	1,143	62	.....	100,000	5,000	500	2,000	1,000	.....
1,886	502	2,187,932	63,675	375,302	36,871,213	37,071,958	2,548,324	1,555,484	622,577	1,719,426

c Income only.

Summary of college entrance examinations in 1878.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in —				
			Without conditions.	Conditioned in —				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects.
				Latin.	Greek.	Mathematics.	History and geography.					
St. Mary's College.....	San Francisco, Cal ..	80	a55	---	---	---	---	---	---	---	---	---
Trinity College	Hartford, Conn	41	15	6	12	7	10	0	0	0	0	9
Hedding College.....	Abingdon, Ill.	75	50	10	5	0	8	0	0	0	0	0
University of Chicago..	Chicago, Ill	32	19	10	7	10	0	2	2	2	0	2
Lombard University....	Galesburg, Ill.	20	2	11	7	0	0	0	0	0	0	0
Lincoln University.....	Lincoln, Ill	22	10	3	1	---	---	2	---	1	---	---
St. Joseph's Ecclesiastical College.	Teutopolis, Ill	60	60	---	---	---	---	0	0	0	0	0
Shurtleff College.....	Upper Alton, Ill	25	13	2	2	2	---	---	2	4	---	---
Bedford College.....	Bedford, Ind.	32	21	4	2	4	1	---	---	---	---	---
Indiana University	Bloomington, Ind ...	72	35	---	---	---	---	---	---	---	---	b37
Franklin College.....	Franklin, Ind	8	4	0	4	0	0	0	0	0	0	0
Earlham College	Richmond, Ind.	11	6	4	1	2	2	2	0	0	0	2
St. Meinrad's College ..	St. Meinrad, Ind	51	---	25	12	20	17	---	---	---	---	---
Upper Iowa University.	Fayette, Iowa.....	25	20	5	5	0	0	10	7	0	0	17
Simpson Centenary College.	Indianola, Iowa	30	28	0	2	0	0	0	0	0	0	0
State University of Iowa.	Iowa City, Iowa	87	54	13	c17	2	5	3	0	2	0	4
Cornell College.....	Mt. Vernon, Iowa.....	---	40	---	---	---	---	---	---	---	---	---
Oskaloosa College.....	Oskaloosa, Iowa	222	---	80	52	100	100	2	0	0	0	2
Penn College.....	Oskaloosa, Iowa	168	163	0	0	0	0	0	0	0	0	0
Tabor College.....	Tabor, Iowa	26	26	0	0	0	0	0	0	0	0	0
Kentucky Wesleyan College.	Millersburg, Ky	30	(d)	---	---	---	---	---	---	---	---	---
St. Charles College.....	Grand Coteau, La.	13	12	---	---	1	---	---	---	---	---	---
Bowdoin College.....	Brunswick, Me	43	15	15	16	10	1	---	---	---	---	3
Bates College	Lewiston, Me	46	34	8	8	8	8	4	4	4	4	4
Western Maryland College.	Westminster, Md.	42	33	---	(9)	---	---	0	0	0	0	0
College of Liberal Arts, Boston University.	Boston, Mass.	35	15	4	0	4	0	---	---	---	---	---
Williams College.....	Williamstown, Mass	92	50	15	24	10	---	5	6	5	---	---
Hope College.....	Holland, Mich.	13	e13	---	---	---	---	---	---	---	---	---
Kalamazoo College.....	Kalamazoo, Mich ...	13	7	2	0	4	0	0	0	0	0	0
Carleton College	Northfield, Minn.	18	7	6	5	4	3	---	---	---	---	1
Shaw University.....	Holly Springs, Miss.	20	20	0	0	0	0	0	0	0	0	0
University of Mississippi.	Oxford, Miss.	314	---	---	---	---	---	---	---	---	---	---
Alcorn University.....	Rodney, Miss.	37	29	6	6	6	4	7	7	2	0	8
Rutgers College.....	New Brunswick, N.J	41	22	2	4	12	5	---	---	---	---	3

a Includes number admitted to commercial department.

b In one or more subjects.

c Number conditioned in German.

d The majority admitted without conditions.

e Includes 1 admitted to partial course.

Summary of college examinations in 1878—Continued.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects.
				Latin.	Greek.	Mathematics.	History and geography.					
College of New Jersey.	Princeton, N. J.	132	54	36	34	30	17	0	0	1	0	9
St. Stephen's College...	Annandale, N. Y. ...	7	5	6	6	1	0	1	1	1	0	1
Canisius College	Buffalo, N. Y.	69	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hobart College	Geneva, N. Y.	31	19	10	12	4	6	2	5	0	0	4
College of the City of New York.	New York, N. Y.	889	649	0	0	0	0	0	0	0	0	240
University of Rochester	Rochester, N. Y.	39	31	6	4	3	0	2	1	2	0	2
University of North Carolina.	Chapel Hill, N. C. ...	97	83	14	4	8	10	.....	.....	.....	.....	.....
Rutherford College.	Happy Home, N. C. ...	251	.....	155	56	244	126	0	0	0	0	0
Hebrew Union College.	Cincinnati, Ohio.	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
Marietta College	Marietta, Ohio.	23	9	2	11	8	3	0	0	0	0	0
Scio College	Scio, Ohio.	100	.....	.....	.....	50	20	.....	.....	.....	.....	.....
Urbana University	Urbana, Ohio.	5	2	2	.....	1	.....	.....	.....	.....	.....	1
Otterbein University ...	Westerville, Ohio. ...	44	8	14	5	7	4	2	2	0	0	0
McMinnville College ..	McMinnville, Oreg. ...	92	82	10	8	50	48	.....	1	.....	.....	4
Christian College	Monmouth, Oreg.	75	75	0	0	0	0	0	0	0	0	0
Pennsylvania College..	Gettysburg, Pa.	45	16	8	17	5	24	9	9	8	8	9
Haverford College	Haverford Coll., Pa. .	28	14	5	2	3	.....	3	4	2	2	4
Monongahela College...	Jefferson, Pa.	694	33	.....	.....	.....	.....	.....	.....	.....	.....	.....
University at Lewisburg.	Lewisburg, Pa.	18	12	2	2	2	0	0	0	0	0	0
Allegheny College	Meadville, Pa.	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mercersburg College...	Mercersburg, Pa. ...	12	9	0	3	0	0	0	0	0	0	0
Westminster College...	New Wilmington, Pa.	49	34	8	5	2	22	5	5	4	.....	5
Western University of Pennsylvania.	Pittsburgh, Pa.	35	10	0	1	3	6	0	0	0	0	8
College of Charleston..	Charleston, S. C.	20	17	.....	1	2	.....	.....	.....	.....	.....	.....
Erskine College	Due West, S. C.	20	14	2	2	2	0	0	0	0	0	0
Newberry College	Newberry, S. C.	16	10	2	3	3	0	0	1	1	0	2
East Tennessee Wesleyan University.	Athens, Tenn.	146	128	7	4	19	0	0	0	0	0	0
Beech Grove College...	Beech Grove, Tenn. .	96	0	37	23	68	57	0	0	0	0	0
King College	Bristol, Tenn.	40	.....	36	20	28	.....	.....	.....	.....	.....	.....
Bethel College	McKenzie, Tenn.	116	.....	33	24	45	.....	1	1	.....	.....	.....
Mosheim Institute.....	Mosheim, Tenn.	25	11	7	7	0	0	0	0	0	0	0
Baptist College	Mossy Creek, Tenn. .	175	.....	65	50	75	.....	.....	.....	.....	.....	.....
Central Tennessee College.	Nashville, Tenn.	3	.....	1	.....	3	3	.....	.....	.....	.....	.....
Greenville and Tusculum College.	Tusculum, Tenn.	101	56	28	20	48	0	2	3	7	0	12
Southwestern University.	Georgetown, Tex.	36	.....	30	21	36	36	.....	.....	.....	.....	.....

a Conditioned in English studies.

b Of these, 61 entered the preparatory department.

c Conditioned in Anglo-Saxon.

Summary of college entrance examinations in 1878—Continued.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in —				
			Without conditions.	Conditioned in —				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects.
				Latin.	Greek.	Mathematics.	History and geog-raphy.					
Baylor University	Independence, Tex..	35	25	20	3	5	15	0	0	0	0	2
Austin College.....	Sherman, Tex.....	67	52	10	4	50	31	4	5	5	2	2
University of Vermont and State Agricult- ural College.	Burlington, Vt.....	25	16	5	5	3	0	3	2	2	0	4
Middlebury College....	Middlebury, Vt.....	24	19	3	3	0	0	2	2	0	0	2
Norwich University ...	Northfield, Vt	16	16	0	0	0	0	0	0	0	0	0
Shepherd College	Shepherdstown, W. Va.	50	50	0	0	0	0	0	0	0	0	0
Lawrence University ..	Appleton, Wis	41	23	7	0	7	4	3	0	1	1	2
Beloit College.....	Beloit, Wis	16	4	2	2	5	6	.....	.....	.....	.....	1
University of Wiscon- sin.	Madison, Wis.....	175	69	16	14	37	19	8	5	12	6	13
Ripon College.....	Ripon, Wis	12	3	2	0	5	4	0	0	0	1	1
Milton College.....	Milton, Wis.....	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
Howard University....	Washington, D. C.	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	.....	5,297	2,553	822	577	1,068	585	84	70	66	22	424

Statistical summary of students in classical and scientific preparatory courses.

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In preparatory departments of scientific schools (Table X).	
Alabama.....	43			5			104	152
Arkansas.....	11		43	10				64
California.....	48	34	172	86	167	317		824
Colorado.....	2	3	28		6	26		65
Connecticut.....	144	349		37	73			603
Delaware.....	65		6	40		3		114
Florida.....	23			10				38
Georgia.....	516		79	186		11		792
Illinois.....	84	102	555	53	54	725	142	1,715
Indiana.....	74	30	479	84		358	119	1,144
Iowa.....	144	11	344	110	1	352	73	1,035
Kansas.....			90			132		222
Kentucky.....	234	19	267	142	15	126		803
Louisiana.....	6		58				28	92
Maine.....	156	256		34	6			452
Maryland.....	131	21	85	55	5	17	16	330
Massachusetts.....	232	1,073	150	47	191			1,693
Michigan.....	12		180	8		186		386
Minnesota.....	138		117	53		185		493
Mississippi.....	40		43	6		15	121	225
Missouri.....	111		226	76		178	60	651
Nebraska.....	2		55	0		93	5	155
New Hampshire.....	176	451		21	36			684
New Jersey.....	190	36	7	63	13	6	35	350
New York.....	1,625	702	479	423	201	310		3,740
North Carolina.....	196		148	81		30		455
Ohio.....	430	365	993	94	102	921	133	3,038
Oregon.....	68		143	94		226	80	611
Pennsylvania.....	369	246	783	64	76	485	73	2,096
Rhode Island.....	27	175			30			232
South Carolina.....	47	20	124	14	0	65	240	510
Tennessee.....	312	20	290	133	30	253		1,038
Texas.....	76	10	161	53	15	267	75	657
Vermont.....	282	9		16				307
Virginia.....	87	181	65	39	29	11	161	573
West Virginia.....	15		42	2		80	85	224
Wisconsin.....	26	82	241	24	57	238		668
District of Columbia.....	35		123	4		5		167
Utah.....	24							24
Total.....	6,206	4,195	6,576	2,167	1,107	5,621	1,550	27,422

Statistical summary of students in institutions for superior instruction (not including students in preparatory departments).

States and Territories.	Number of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama.....	414	176	711	1,301
Arkansas.....	102	375	-----	477
California.....	894	212	336	1,442
Colorado.....	13	20	-----	33
Connecticut.....	942	194	190	1,326
Delaware.....	50	-----	68	118
Georgia.....	441	370	878	1,689
Illinois.....	2,241	274	991	3,506
Indiana.....	1,326	76	109	1,511
Iowa.....	1,263	205	229	1,697
Kansas.....	279	208	57	544
Kentucky.....	771	118	1,384	2,273
Louisiana.....	230	150	332	712
Maine.....	422	102	358	882
Maryland.....	1,132	416	389	1,937
Massachusetts.....	1,710	584	1,274	3,568
Michigan.....	1,016	239	120	1,375
Minnesota.....	234	4	122	360
Mississippi.....	326	11	686	1,023
Missouri.....	1,266	264	1,181	2,711
Nebraska.....	123	4	-----	127
Nevada.....	-----	-----	40	40
New Hampshire.....	315	84	256	655
New Jersey.....	663	160	352	1,175
New York.....	3,175	3,921	1,901	8,997
North Carolina.....	723	68	480	1,271
Ohio.....	2,761	162	1,048	3,971
Oregon.....	248	100	132	480
Pennsylvania.....	1,874	1,785	825	4,484
Rhode Island.....	243	24	-----	267
South Carolina.....	334	12	238	584
Tennessee.....	1,400	-----	1,318	2,718
Texas.....	930	475	636	2,041
Vermont.....	192	13	90	295
Virginia.....	1,004	783	1,017	2,804
West Virginia.....	260	14	178	452
Wisconsin.....	780	-----	189	969
District of Columbia.....	144	-----	-----	144
Washington.....	127	-----	-----	127
Total.....	30,368	11,603	18,115	60,086

The expansion of college instruction is one of the most important movements in the recent history of education. Its true nature has been somewhat obscured by the names applied to the courses of study, viz, classical and scientific or modern. Such set terms imply rigid distinctions which do not exist, since science is not wanting in

the old curriculum nor is it proposed, save by extremists, to exclude the classics from the new.

Changed conditions of society and industry and the rapid increase of knowledge in the direction of physical science gave new importance to the study of science and sociology, and the demand gradually arose that these studies should be advanced to an equality with the classics and mathematics. The demand was not confined to our own country, but, urged with equal force in Great Britain and on the Continent, its influence was acknowledged by the most conservative institutions; hence the question of adjustment engaged the attention of able men on both sides the Atlantic. Without doubt the discussion has contributed much more to the general advancement of education than appears in the experiments upon the particular matter at issue. In its progress the relations between mental development and specified studies have been subjected to keen analysis, valuable judgments concerning the various courses proposed have been elicited, the standard of requirements for instructors has been advanced, improved methods of instruction have been elaborated, and thus an elevating influence has been diffused through the profession; but, aside from these general effects, specific results can be traced in the history of those institutions which have taken the lead in the movement. Without sacrificing anything of the former curriculum, temporary provision for the new studies has been made, in most instances by a system of electives.

Previous to the year 1874, candidates for admission to Yale College were examined in English grammar, geography, Latin, Greek, and mathematics. The electives provided for interchange within that limited range and also allowed German to take the place of Greek in the third term of the junior and of either astronomy or Latin in the first term of the senior. It should be distinctly understood that the college course was not confined to these branches. In 1874-'75, the announcement was made by the faculty that a knowledge of the first principles of French would be required for admission. Though the letter of the provision has not been strictly observed, its spirit has been maintained by requiring students to pass an examination in French as a condition of further pursuing the study as an optional. In the scheme of optional studies for 1876-'77, the range of modern languages and literature, physics, and natural science, was much wider than had hitherto obtained in the college, and a further extension appears in 1877-'78.

In his report for 1866-'67, the president of Harvard College says:

In the academic department, the corporation and faculty have endeavored to conform in some respects to the public demand for a more free election of studies.

A similar demand occasioned more decided changes in the ensuing years, which are distinctly set forth in the catalogue for 1872-'73, and which were to go into effect in 1874, 1875, and 1876, respectively. They consisted of increased requirements for admission and a corresponding extension of the electives. The change in the requirements for admission is thus set forth in the president's report for 1875-'76:

The examinations in Latin and Greek have been greatly improved in subject matter and in method; the mathematical requisitions have been sensibly increased; English and either French or German have been added to the requisitions, and natural science has got a foothold in the scheme. Furthermore, the few persons by whom mathematics are, for any reason, preferred to the classics are permitted to offer certain advanced mathematics instead of portions of the Latin and Greek authors.

Such items, appearing at intervals in the catalogues, are indications of the endeavor "to satisfy the practical demands of the professions and avocations for which colleges have been the preferred nurseries," but they by no means present to those unfamiliar with the history of our educational progress the many and varied conditions involved in the changes. Prominent among these conditions are the proper studies preparatory to college and the standards of admission, the extension of the elective system, the students' choice of studies, the system of honors, the separation of scales of conduct and of scholarship, voluntary attendance upon recitations and lectures, and the relations between students and instructors.

These conditions have been freely discussed, not by mere theorists, but by the presidents and professors of colleges who are in charge of the transition experiments. The

elective system, as the widest and most hazardous departure from traditional methods, has excited chief attention.

In an essay on upper schools, Dr. McCosh, president of Princeton College, having considered the limitations of the old system which took every student "through the same course, in which were Latin, Greek, and mathematics, from the first year to the last," and the difficulties arising with the imperative demand for the new studies, "the terrible pressure upon the ardent students," and the superficial results in the case of the great body from an endeavor to include the new branches in the prescribed curriculum, says:

The contest has ended in many colleges in a power of selection being allowed. We are prepared to defend this liberty as gratifying tastes which ought to be gratified and securing scholarship in the branches for which the student has a taste. It is often a great relief to a student, after he has gone through the discipline of the freshman and sophomore classes, to be allowed to go off the beaten tracks into paths chosen by himself. But this privilege should be kept within very stringent limits.

Rev. Dr. Peabody, of Harvard University, discussed the elective system in an address delivered before the National Educational Association in 1874. He saw the necessity of a new order of things in the amount of study embraced in the undergraduate curriculum, which had, he affirmed, "been quadrupled," and he advanced in favor of electives substantially the following reasons:

The prescribed range of study has not, as it formerly had, "the characteristics of a liberal education." "It is only by many added years of study and reading that one can now put himself into what used to be the position of a newly created bachelor of arts. But in a limited number of elected subjects one may, by concentrated and diligent study, make himself in three years, if not an eminent scholar, at least a proficient, deserving of respect and confidence for his acquisitions, and, though with much yet to learn, fit to teach, to direct, to occupy a position of trust." Again, "the elective system is the best possible preventive and cure for poor scholarship." Moreover, it expands and elevates the whole scope of college studies, effecting results which could not be dreamed of under the old system. "The *Mécanique Céleste*, the masterworks of German philosophy, the practical chemistry and physics of the laboratory, the critical analysis of Plato's dialogues, the sources and contemporary illustrations of the *Inferno*, the familiar use of text books in Latin, German, and French as of corresponding books in English, are certainly within the desirable range of university studies, but utterly beyond the possibilities of a required course." The elective system "gives opportunity for the thorough study of some departments that properly come within the scope of a university education which yet can neither be required of all nor adequately pursued by a few, unless they have full space and time conceded to them in the curriculum." "Again, the elective system is, in the highest degree desirable for the intellectual life, growth, and enhanced working power of professors and teachers."

The changes, however, thus far admitted in the old colleges are regarded chiefly as experiments leading the way to the application of like principles in respect to study and discipline in a readjustment of all grades of academic, collegiate, and university work. "It is high time," says Prof. B. L. Gildersleeve, "to recognize practically the difference between college and university work, as those terms are or ought to be understood in this country—the difference between the stage of mere appropriation, and the stage in which appropriation becomes assimilation and assimilation results in constructive effort. The curriculum must be simplified for the college side; the elective principle must be the norm of the university side. There must be no such incongruous blending of the two as is seen all over the country, so that it would not be hard to point out institutions in which college work is done on university principles and university work on college principles. There are things that must be learned by a dead pull, and no amount of scientific preparation will be of any practical avail; and, on the other hand, there are high ranges that cannot be traversed without the discursive faculty."

Dr. Peabody sees in the increased demand upon colleges the necessity for a more extended ante-collegiate work. He says:

The minute drill in the classical languages, the rudiments of the modern tongues, the simple elements of the natural sciences, algebra, geometry, and plane trigonometry, and especially the capacity of writing English correctly, ought to belong to the preparatory school, and it only remains for the colleges to assign to them that place.

Whatever may be the final adjustment of college work, a change has been effected in the teacher's relation which promises to be permanent and which is generally approved. The tendency is toward division and specialization of labor, limiting each professor to a single department. The elective system draws into classes those who have a preference, arising in most instances from an aptitude, for the particular subject of study and thus secures the teacher the influence of "full and hearty receptivity." Says Dr. Peabody:

His class exercises will rather assume the form of familiar conversations and discussions on the subject matter of the lesson. He will prepare himself for every meeting with his class by careful thought and by collecting all the illustrative materials within his range of reading and reflection. By this ever new action of his mind on his class work, he will not move in a routine, but in a constantly enlarging spiral, and every year will find him better fitted for his work than ever before.

It is true that during the transitional period the professors of some of the richest of the institutions which have conformed to the new demands are groaning under the onerous duties imposed by the enlarged curriculum, and in many less favored thoroughness in a few subjects has given place to a smattering in many. These are the extremes to be avoided.

The relation between teachers and pupils also promises to become more sympathetic and intimate. With the multiplication of subjects and closer relations between the student's pursuits and practical affairs the teacher must exercise more and more the advisory function. He will concern himself about the adaptations and inherent abilities of the pupil, and advise him as to subjects and methods best suited to his condition.

Some have feared that in this readjustment of college courses the classics would be sacrificed, but the present tendency is toward greater thoroughness and a more extended range in classical studies; nor under the elective system is the number of students who take the modern in place of the classical course sufficiently large to create any apprehension as to the future influence of classical study. The prevalent views on this subject are well represented in the subjoined letters from Professors Hæckel and Zarncke, of which a translation is also given:¹

JENA, October 18, 1875.

ESTEEMED COLLEAGUE: In compliance with your request, I have the honor to communicate to you, in short, the opinions which I have formed during fifteen years in my career as university professor relative to the reform of academic and secondary education.

It seems to me that we should attach in this reform the greatest importance to the consideration that higher culture is not to be sought in the largest possible quantity and the most heterogeneous possible quality of knowledge, but in the most careful possible development of thinking and reasoning.

In our period, when the extraordinary improvement of all the means of utilitarian instruction supplied by the natural sciences, the refinement of all wants, and the rise

¹These letters came to the Office through Professor Adler, who intended, if he could command the time, to make a report to the Office giving the results of his observations on this subject while visiting institutions in Europe:

JENA, d. 18. October 1875.

HOCHEEHRTER HERR COLLEGE! Entsprechend dem von Ihnen geäußerten Wunsche beehre ich mich, Ihnen nachstehend in Kürze die Ansichten mitzutheilen, welche ich mir im Laufe meiner 15-jährigen akademischen Lehrthätigkeit bezüglich der Reform des akademischen und des Gymnasial-Unterrichtes gebildet habe.

Das Hauptgewicht scheint mir bei einer solchen Reform darauf gelegt werden zu müssen, dass die höhere Bildung nicht in einer möglichst grossen Quantität und in einer möglichst verschiedenartigen Qualität des Wissens zu suchen ist, sondern in einer möglichst sorgfältigen Ausbildung des Denkens und Urtheilens. Gerade in unserer Zeit, wo die ausserordentliche Vervollkommenung aller durch die

of the polytechnic branches give the most extensive aid to practical materialism, I deem it especially necessary to point out the great advantages which we owe to the means of ideal instruction, and the care we should take to see that the rapidly multiplying branches of instruction do not crush and choke the student, but are mastered by him and made serviceable. For the highest aim does not consist in the quantity and variety of knowledge, but in the clearness and harmony of cognition, in the apprehension of the association of causes.

Concerning the importance of the training in the Gymnasien, I have to state that I belong to those who still see in the classical training as furnished by these schools the best foundation for all higher scientific education. I am especially of opinion that higher scientific education cannot dispense with a methodical study of the classical languages — Greek not less than Latin — and that it cannot be made good by a Realschul education. In comparing graduates of classical Gymnasien with those of Realgymnasien, I have always observed an intellectual superiority in the former, despite their defective knowledge, and I have even found during the teaching of my own specialty, zoölogy, that the former enter more easily into the higher and more general problems of science than the latter. I am, therefore, also against the admission of Realschul graduates to the medical studies, and I base this decision on my own experience. Although I was trained in a purely classical Gymnasium, where not much attention was paid to natural sciences (a little time was devoted to physics, &c.), I have nevertheless come to the conclusion that the better training of the Realschul students in natural sciences does not give them a lasting superiority in the medical studies, whereas their inferiority in history and languages causes them many disadvantages. But I will by no means exclude natural sciences from the Gymnasium; on the contrary, I think they can go together, to great advantage, with history and languages, of course in another form than is ordinarily the case. A general survey of the elements of natural sciences is certainly a most desirable part of all higher culture. I think, therefore, that, in the lower and middle classes of the Gymnasium, the elements of geography, the most important notions of physical geography, and, later, the most essential parts of the inorganic and organic natural body (without special descriptive physiology, however) could be treated, and in the higher classes the most important parts of physics (including the first elements of chemistry), geology (only the principal notions: origin and age of the earth, history of the creation), and general anthropology (outline of the structure of the human body, human races and languages, in connection with the history of the primitive ages). I think the first ele-

Naturwissenschaft dem Leben zugeführten *realen* Bildungsmittel, die Verfeinerung aller Bedürfnisse, der Aufschwung der polytechnischen Fächer dem praktischen Materialismus den grössten Vorschub leistet, scheint es mir besonders nothwendig, die grossen Vorzüge hervorzuheben, die wir den *idealen* Bildungsmitteln verdanken, und dafür Sorge zu tragen, dass der massenhaft anwachsende Bildungsstoff den Lernenden nicht unterdrückt und erstickt, sondern von ihm beherrscht und dienstbar gemacht wird. Denn nicht die Masse und Mannichfaltigkeit der *Kenntnisse*, sondern die Klarheit und Harmonie der *Erkenntniss*, das Verständniss des *Kausalzusammenhanges* ist das höchste Ziel.

Anlangend die Bedeutung des *Gymnasial*-Unterrichts, so gehöre ich zu denjenigen, welche in der durch denselben erzielten *classischen* Bildung immer noch die beste Grundlage für jede höhere wissenschaftliche Ausbildung erblicken. Namentlich bin ich der Ansicht, dass ein methodisches Studium der *classischen Sprachen*, — Griechisch nicht minder als Lateinisch — für letztere nicht zu entbehren ist und nicht durch Real-Bildung ersetzt werden kann. Ich habe bei Vergleichung solcher Studenten, welche auf classischen Gymnasien und solcher, welche auf Real-Gymnasien vorgebildet waren, stets die geistige Ueberlegenheit der ersteren, — trotz ihres mangelhafteren Wissens — wahrgenommen und selbst beim Unterrichte in meinem Specialfache, der Zoologie, gefunden, dass die ersteren leichter in die höheren und allgemeineren Probleme der Wissenschaft eindringen als die letzteren. Ich bin daher auch gegen die Zulassung von Real-Abiturienten zum medicinischen Studium, welches ich aus eigener Erfahrung beurtheilen kann. Obgleich Zögling eines rein classischen Gymnasiums, in welchem sehr wenig Naturwissenschaft (etwas Physik etc.) getrieben wurde, habe ich mich doch überzeugt, dass die bessere naturwissenschaftliche Vorbildung der Realschüler ihnen beim medicinischen Studium kein *dauerndes* Uebergewicht verleiht, wogegen ihnen die historisch-sprachliche Inferiorität selbst bei diesem Studium viele Nachtheile bringt. Damit will ich keineswegs die Naturwissenschaften vom Gymnasial-Unterricht ausschliessen. Im Gegentheil glaube ich, dass dieselben mit grossem Nutzen in Abwechslung mit dem historisch-sprachwissenschaftlichen Unterrichte betrieben werden können; freilich in anderer Weise, als dies gewöhnlich geschieht. Gewiss ist eine allgemeine Uebersicht über die Elemente der Naturwissenschaft, ein höchst wünschenswerther Bestandtheil jeder höheren Bildung. Mir scheint demnach, dass schon in den niederen oder mittleren Gymnasial-Classen gelegentlich der Elemente der Geographie das Wichtigste über die physische Beschaffenheit des Weltalls und der Erde gegeben werden könnte; späterhin das Wesentlichste über die anorganischen und organischen Naturkörper, (jedoch ohne specielle beschreibende Naturkunde) und in den höheren Classen das Wichtigste aus der Physik, (nebst ersten Elementen der Chemie) Geologie, (nur die Hauptzüge, Entstehung, Alter der Erde, Schöpfungsgeschichte,) und allgemeine Anthropologie. (Grundzüge des menschlichen Körperbaues, Rassen- und Sprachstämme, in Anlehnung an die Urgeschichte.) Ich meine, in wenigen

ments of this important knowledge of nature could be treated in a few hours to such a degree as is necessary for every cultivated person. I should always lay the greatest stress on the historical development and not on the knowledge of isolated parts.

Mathematics should retain its present position in the course of studies.

Now, as regards academic education, I deem it of the greatest importance that students do not at once take up exclusively their special branch, but attend during the first semesters also courses of general interest, especially on philosophy (history of philosophy), history, &c. Moreover, general anthropology, ethnology, the history of the creation, &c., would be of interest to all the faculties and contribute to general culture. The exclusive study of specialties should only begin with the third semester.

It will be of great advantage when, later, the practical academic studies, especially the technical and administrative branches, clinical medicine, &c., at least in their later and more special divisions, shall be excluded from the university and transferred to special high schools. This is, for example, already the case with the large hospitals (which the physician only visits after the completion of his course). The university must remain *universitas litterarum*.

These are, in short, my views, which differ, however, very much from those of most of my colleagues.

Excuse the fragmentary form of my letter: I am overburdened with work.

Very respectfully, yours,

ERNST HÆCKEL.

LEIPZIG, April 17, 1876.

ESTEEMED SIR: You desire me to give you a short résumé in writing of the views which I expressed during our conversation this morning relative to the value of classical studies. I willingly comply with your request, since, as I presume, you only wish a brief statement of my views and not a detailed argument of the same, for which the necessary time is not at my disposal.

I first mention — which you doubtless know already — that I represent the modern languages and literature, especially German, and that I might have therefore every reason to be averse to the ascendancy of classical studies, and that I might wish a larger scope for modern literature.

The contrary is, however, the case. I am fully convinced that the educated world would bitterly repent it some day, if it should ever cease for a time to consider the study of classical antiquity the main source of all higher intellectual culture.

Stunden müssten sich die ersten Elemente dieser wichtigsten Naturkenntnisse so weit mittheilen lassen, als eigentlich für *jeden* Gebildeten nothwendig ist. Ueberall würde ich das Hauptgewicht auf die *historische Entwicklung* legen, nicht auf Einzelkenntnisse.

Mathematik würde ich im bisherigen Umfange des Unterrichts beibehalten.

Was den akademischen Unterricht anbelangt, so scheint es mir das Wichtigste, dass die Studirenden nicht sofort ausschliesslich in das Specialfach eingehen, sondern in den ersten Semestern auch Collegia von generellem Interesse hören, namentlich *philosophische* Vorlesungen; (Geschichte der Philosophie,) *historische*, u. s. w. Auch allgemeine Anthropologie, Ethnographie, Schöpfungsgeschichte etc. werden für alle Facultäten von Interesse sein und zur Hebung der allgemeinen Bildung beitragen. Das *ausschliessliche*, specielle Fachstudium dürfte erst vom dritten Semester an beginnen. Von grossem Vortheil wird es sein, wenn später die *praktischen* akademischen Studien, (besonders die technischen und Verwaltungsfächer, klinische Medicin etc.) — wenigstens in den letzten und speciellsten Abtheilungen, von der Universitæt ausgeschlossen und auf höhere Fachschulen verlegt werden. Mit den grossen Krankenhäusern z. B. — (die der Arzt erst nach vollendetem Studium besucht,) ist dies schon jetzt der Fall. Die Universitæt muss *Universitas litterarum* bleiben!

Dies in Kürze meine Ansichten, die jedoch von denen meiner meisten Collegen sehr abweichen.

Entschuldigen Sie das Fragmentarische meines Briefes! Ich bin mit Arbeiten überhäuft.

Mit ausgezeichnetster Hochachtung Ihr ergebenster,

ERNST HÆCKEL.

LEIPZIG, d. 17. April 1876.

HOCHGEHRTER HERR! Sie haben den Wunsch ausgesprochen, ich möge Ihnen die Ansichten, welche ich heute Morgen in unserem Gespräche über den Werth des Unterrichtes in den classischen Sprachen äusserte, noch einmal brieflich kurz zusammenfassen. Gerne erfülle ich Ihren Wunsch, indem ich voraussetze, dass Sie eben eine kurze Darlegung meiner Ansichten wünschen, nicht eine ausführliche Begründung derselben, zu der mir die ausreichende Zeit nicht zu Gebote stehen würde.

Ich sende vorauf, worüber Sie bereits orientirt sein werden, dass ich Vertreter der neueren Sprachen und Litteraturen, speciell des Deutschen bin, dass ich also allen Grund haben könnte, dem Uebergewicht der classischen Studien abgeneigt zu sein und zu wünschen, dass dem Studium der neueren Litteraturen ein grösserer Spielraum gewährt werden möchte. Dennoch ist das Gegentheil der Fall. Ich bin der festen Ueberzeugung, dass die gebildete Menschheit es einmal schwer bereuen würde, wenn sie zeitweilig aufhören sollte, das Studium des classischen Alterthumes als die Hauptquelle aller höheren Geistesbildung zu betrachten.

To whatever degree we may at present be superior to antiquity in some branches of science, in general intellectual culture, in keenness of thinking, in the freedom from prejudice in thinking, we are not superior. Under the influence of a religion which possesses the power of developing our heart splendidly, but which has always shown itself averse to impartial criticism and mental reflection, not even the natural sciences can preserve us from the errors into which all the ages have fallen which have turned away from antiquity. Look at history, and you will find that all the ages which have lost sympathy with antiquity have fallen into unrestrained subjective speculations, despite the creditable knowledge and progress which they were able to show during the same time. The revival of antiquity in the fifteenth century was the signal for the reinvigorating of the thinking mind, the strength of which has always been the greater the more it was connected with the thinking of the old world, especially with that of the Greeks.

I only need to remark, in passing, that with regard to art the old world was also superior in elegance of form to the modern development of art.

I should like to call this view, which favors the study of classical antiquity, the world historic view. There is a second one, which I call the pedagogic view. There is no better means of training the mind than the thinking and observing that the study of the classical languages necessitates. There is something mysterious in this result, and, still, an experience of many years has confirmed it. I am member of two examining boards, one of which examines young men who have received their training in a Gymnasium, on a classical basis, while the other young men are without this foundation. The latter are very often superior to the former in knowledge, but when mental maturity has to be tested in written work the graduates of the Gymnasium surpass those of other schools to such a degree that a comparison can scarcely be instituted.

This formal result is chiefly due to the Latin language, which differs most from modern languages on account of the absence in the former of the article and frequently of the particles, and which teaches, moreover, to accomplish much with imposing simplicity. The Greek language with its article and the richness of its particles, which gives to language a variety of shades, is much nearer to us.

The formal value of the classical languages is therefore especially to be sought in Latin, and I would never give up the free Latin composition. If this composition is well conducted and not degraded to the echoing of Ciceronian phrases, it may become

So sehr wir auch gegenwärtig in den einzelnen Wissenschaften dem Alterthum überlegen sein mögen, in der allgemeinen Geistesbildung, in der *Schärfe* des Denkens, in der *Unbefangenheit* des Denkens sind wir es nicht. Unter dem Einflusse einer Religion, die unser Gemüthsleben herrlich zu entfalten vermag, die aber der nüchternen Kritik und der Ueberlegung des Verstandes sich stets abgeneigt gezeigt hat, vermögen selbst die Naturwissenschaften nicht, uns vor den Verirrungen zu schützen, in die alle Zeitalter verfallen sind, die dem Alterthume sich abwendeten. Lassen Sie uns einen Blick auf die Geschichte werfen und Sie werden finden, dass alle Jahrhunderte, die die Föhlung mit dem Alterthume verloren, in subjective Extravaganzen verfallen sind, trotz der respectabeln Kenntnisse und Fortschritte, die sie zu gleicher Zeit in den Naturwissenschaften aufzuweisen im Stande waren. Die Wiedererweckung des Alterthumes im 15ten Jahrhundert war das Signal zur Wiedererstarkung des denkenden Geistes, und seine Kraft ist stets um so bedeutender gewesen, je mehr er und in je weiteren Kreisen er an das Denken der alten Welt, zunal der griechischen, anknüpfte. Dass auf dem Gebiete der Kunst, die alte Welt auch der heutigen Kunstentwicklung in edler Form weit voraus war, brauche ich nur vorübergehend anzudeuten.

Ich möchte diesen Gesichtspunct, der für das Studium des classischen Alterthumes spricht, den weltgeschichtlichen nennen. Zu seiner Seite steht ein zweiter, den ich den pädagogischen nenne. Es giebt kein besseres Mittel zur Schulung des Geistes, als jenes Umdenken und Beobachten unseres Denkens, zu dem uns die Erlernung der classischen Sprachen zwingt. Es liegt etwas Geheimnißvolles in dieser Wirkung und doch hat eine langjährige Erfahrung mir dieselbe stets von Neuem bestätigt. Ich bin Mitglied zweier Prüfungsbehörden, von denen die eine es mit jungen Männern zu thun hat, die auf dem Gymnasium, also auf classischer Grundlage gebildet sind, während die anderen dieser Grundlage entbehren. Nun übertreffen die letzteren, die ersteren gar oft an Kenntnissen, aber da, wo die geistige Reife sich zu documentiren hat, in den schriftlichen Arbeiten, übertreffen die auf einem Gymnasium gebildeten jungen Männer die nicht dort Gebildeten in so hohem Grade, dass kaum ein Vergleich zulässig ist.

Diese formale Wirkung ist hauptsächlich der lateinischen Sprache zuzuweisen, die, weil ihr der Artikel fehlt und zu gleicher Zeit vielfach auch die Partikeln, nicht nur den modernen Sprachen am abweichendsten gegenüber steht, sondern auch lehrt, mit geringen Mitteln und mit grandioser Einfachheit, Bedeutendes zu leisten. Viel näher steht uns das Griechische mit seinem Artikel und mit seinem Reichtum an Partikeln, die die Rede mit reicher Nüancirung versehen. Daher beruht der formale Werth der classischen Sprachen besonders auf dem Lateinischen und ich würde den freien lateinischen Aufsatz nimmermehr aufgeben. Gut geleitet und nicht zu ciceronianischem Phrasengeklingel gemissbraucht, kann er ein vorzügliches Mittel geistiger Schulung werden. Dagegen fällt, was ich den weltgeschicht-

an excellent means of intellectual training. What I call, however, the universal value of the study of classical antiquity is chiefly to be sought in the Greek language, for only the Greeks were especially productive in philosophy, art, and literature; the Romans always remained imitators of the Greeks.

Those of our young men who have the good fortune to acquire the highest and most perfect education should therefore begin with the study of the classical languages. They should learn to read pretty fluently and to understand the Greek authors, especially Homer, the tragic writers, Plato, and the orators; they should, moreover, learn to think more clearly and to recast their thoughts in a new form by the study of Latin grammar and by writing Latin compositions.

The youth whose mind is thus trained will not have to repent the devotion of time to this study which might have been spent in the acquisition of knowledge that would have been of immediate use in life. Those who are thus trained will form the ideal centre of the nation; they will help to ennoble and to extend the whole intellectual life of the nation.

You find here a résumé of what a long life, which is not poor in experience, has taught me. You must be satisfied with a rapid sketch. I should have liked to go more into details, were I not overloaded with work of various kinds, for I should be glad if I could contribute a small share to make the foundation of culture on your continent productive in ideal results.

I am, with kind regards and the best wishes, yours, respectfully,

FR. ZARNCKE,

Dean of the Faculty of Philosophy at the University of Leipzig.

Institutions of recent foundation have been more readily adjusted to the new ideas than those long established. It is a fortunate circumstance that some of the richest endowments for educational purposes should have been donated just at this transition period, when it is easy to give new institutions the character best suited to present demands and the indications of future development. It is equally fortunate for the country that some of these endowments have been applied in sections not yet well supplied with educational facilities, and where the work of developing native resources must for a long time engage attention demanding particularly the scientific knowledge which now forms such an important part of college training. The tendency in the new institutions is not to copy rigidly after the pattern of the old, but to seek the best possible adjustment to the fields which they severally occupy. Johns Hopkins University has developed under conditions that foster rapid maturity and give to a new institution the dignity and force which in general time alone can impart. By means of its extensive laboratories, its relations with local institutions,¹ and its action

lichen Werth des Studiums des classischen Alterthums nannte, wesentlich dem Griechischen zu, denn nur das Griechenthum ist in Philosophie, Kunst und Litteratur wesentlich productiv gewesen, die Römer sind hierin Nachahmer der Griechen geblieben.

Also möge der Theil unserer Jugend, dem das Glück zu Theil werden kann, die höchste und vollkommenste Ausbildung zu erwerben, diese zunächst erlangen an der Hand der classischen Sprachen, sie lerne die griechischen Schriftsteller mit einiger Geläufigkeit lesen und verstehen, vor Allem Homer, die Tragiker, Plato und die Redner; sie lerne ferner an lateinischer Grammatik und lateinischem Stil, ihre Gedanken klarer zurecht denken und umgiessen in eine neue Form. Die geistig so gebildete Jugend wird es nicht zu bereuen haben, dass sie auf diese Gegenstände eine Zeit verwendet hat, die sie vielleicht hätte ausfüllen können mit Erwerbung von Kenntnissen und Uebungen, die ihr sofort im praktischen Leben von Nutzen gewesen wären. Sie wird den idealen Mittelpunkt der Nation bilden, sie wird das ganze Geistesleben dieser, veredeln und vertiefen helfen.

Sie finden hier in den Hauptpuneten zusammengefasst, was ein längeres, an Erfahrungen nicht armes Leben mich gelehrt hat. Nehmen Sie mit der flüchtigen Skizze fürlieb. Gern hätte ich ausführlicher und eingehender geschrieben, wäre ich nicht überlastet mit Arbeiten verschiedenster Art; denn es sollte mich freuen, wenn ich ein kleines Scherflein beitragen könnte, die Grundlage der Bildung auf Ihrem Continente, zu einer an idealen Früchten wahrhaft productiven, entfaltet zu sehen.

Mit freundlichem Grusse und den besten Wünschen für Ihre Weiterreise,

Hochachtungsvoll Ihr ergebener,

PROF. DR. FR. ZARNCKE, D. Z.

Dean der philosophischen Facultät der Universität Leipzig.

¹ The university is so related to the following institutions as to secure their advantages for its students, namely: The Peabody Institute, having an endowment of \$1,250,000, a system of public lectures, a conservatory of music, an art museum, and a library of more than 67,000 volumes; the Library of the Maryland Historical Society; the Johns Hopkins Hospital; the Maryland Institute; the Maryland Academy of Sciences.

in stimulating original investigation, its promise of taking a leading position in the department of physical science is being fulfilled. The publication of the results of original research has already placed it in the front rank of the universities of our country.

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office each year from 1870 to 1878, inclusive. The numbers under 1873, 1874, 1875, 1876, 1877, and 1878 include the national Military and Naval Academies:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions....	17	41	70	70	72	74	75	74	76
Number of instructors....	144	303	724	749	609	758	793	781	809
Number of students.....	1,413	3,303	5,395	8,950	7,244	7,157	7,614	8,559	13,153

TABLE X.—PART I.—*Summary of statistics of schools of science.*

States.	Number of schools.	Preparatory department.			Scientific department.			Number of State scholarships.	Number of other free scholar- ships.	
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.			Number of graduate students.
Alabama.....	1	2	104	.....	8	174	.....	2	.....
Arkansas.....	1	.....	.....	.....	9	a375	.....	100	.....
California.....	1	0	0	0	14	122	25	5	0	
Colorado.....	b0	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut.....	1	.....	.....	.....	27	162	6	26	27
Delaware.....	1	(c)	(c)	(c)	(c)	(c)	.....	.....	.....
Florida.....	b0	.....	.....	.....	.....	.....	.....	.....	.....
Georgia.....	2	2	(d)	(d)	17	370	.....	550	20
Illinois.....	1	1	118	24	27	230	33	11	0	
Indiana.....	1	2	90	29	7	65	10	1	.....
Iowa.....	1	.....	56	17	21	202	.....	3	0
Kansas.....	1	.....	.....	.....	13	a208	.....	.....	.....
Kentucky.....	1	.....	.....	.....	12	a118	.....	.....	.....
Louisiana.....	1	.....	.....	.....	4	122	.....	.....	.....
Maine.....	1	0	0	0	7	100	2	0	.....
Maryland.....	1	3	16	0	7	46	0	0	.....
Massachusetts.....	2	.....	.....	.....	48	227	173	18	106
Michigan.....	1	0	0	0	8	207	31	1	0	
Minnesota.....	1	0	0	0	.....	4	0	0	0
Mississippi.....	2	5	121	.....	3	11	0	0	.....
Missouri.....	2	6	33	27	14	50	165	.....	.....
Nebraska.....	1	.....	5	.....	4	4	.....	.....	.....

a Total number in all departments.

b College not yet established.

c Reported with classical department (Table IX).

d Reported with students in regular course.

TABLE X.—PART 1.—*Summary of statistics of schools of science*—Continued.

States.	Number of schools.	Preparatory department.			Scientific department.			Number of State scholarships.	Number of other free scholar- ships.	
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.			Number of graduate students.
Nevada	1	(a)	(a)	(a)						
New Hampshire	1				8	10		12		
New Jersey	1	0	0	0	11	38	6	40	0	
New York	1	0	0	0	40	317	(a)	(b)	0	
North Carolina	1				13	63	(a)	(a)		
Ohio	1		123	10	12	43	119			
Oregon	1	1	50	30	4	100		60		
Pennsylvania	1	4	57	16	12	64	2			
Rhode Island	1	0	0	0		24		(c)		
South Carolina	1	4	142	98	4	12				
Tennessee	1	(a)	(a)		(a)	(a)	(a)	(a)		
Texas	1		75			248	200	27		
Vermont	1	0	0	0	10	11	2	0	(a)	
Virginia	2	4	78	32	29	407	0	1	200	
West Virginia	1	3	85		18	14		36		
Wisconsin	1									
Total	41	37	1,153	283	411	4,153	772	97	1,025	
U. S. Military Academy	1	0	0	0	45	283				
U. S. Naval Academy	1	0	0	0	67	370	0	0	0	
Grand total	43	37	1,153	283	523	4,806	772	97	1,025	

a Reported with classical department (Table IX).

b 123 districts may each send a free scholar every year.

c The income of \$50,000, which has accrued from the national grant, at \$100 a scholarship annually.

TABLE X.—PART 1.—*Summary of statistics of schools of science*—Continued.

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama.....	1,000	.....	2,500	\$100,000	\$253,500	\$20,280	\$0	\$0
Arkansas.....	500	200	.....	170,000	130,000	10,400	.....	5,000
California.....	(a)	(a)	(a)	(a)	(a)	(a)	0	20,000
Colorado.....	.....	.....	.....	.....	.....	.....	.....	.....

a Reported with classical department (Table IX).

TABLE X.—PART 1.—*Summary of statistics of schools of science—Continued.*

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Connecticut.....	5,000				\$284,074			
Delaware.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	
Florida.....								
Georgia.....	(a)	650	625	\$90,000	247,000	\$20,510		\$10,000
Illinois.....	11,670	621	0	400,000	318,000	26,490	\$0	31,862
Indiana.....	2,000			300,000	337,000	16,850	1,439	6,500
Iowa.....	6,000			300,000	500,000	40,000		3,972
Kansas.....	2,500	40	350	95,263	228,687	16,465	0	5,800
Kentucky.....				150,000	165,000	9,900	1,500	
Louisiana.....	14,000				278,400	19,488		
Maine.....	3,783	131		140,000	131,500	8,200	24	6,500
Maryland.....			1,500	100,000		6,900	12,000	6,000
Massachusetts.....	1,500			550,000	383,000	23,317	48,302	8,096
Michigan.....	4,350	403	400	267,618	130,785	16,416	0	12,337
Minnesota.....	(a)	(a)	(a)	(a)	(a)	(a)	0	(a)
Mississippi.....								
Missouri.....	61,500	(a)	(a)	157,000	5,000	64,300	1,980	7,500
Nebraska.....	250			20,000				
Nevada.....								
New Hampshire.....	1,435			120,000	80,000	4,800		900
New Jersey.....	(a)		(a)	(a)	(a)	(a)	500	6,960
New York.....	10,000	100		(a)	(a)	(a)	(a)	(a)
North Carolina.....	(a)	(a)			(a)	(a)	2,200	
Ohio.....	1,200	200		1,000,000	500,000	30,000		15,800
Oregon.....				6,000	45,000	4,500		500
Pennsylvania.....	2,400	350	2,059	532,000	500,000		0	30,000
Rhode Island.....					50,000	3,248		
South Carolina.....	(a)			50,000	11,500			4,500
Tennessee.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	0
Texas.....			300	200,000	212,000	14,280		
Vermont.....	(a)	(a)	0	(a)	(a)	(a)	495	0
Virginia.....	2,763	109	603	303,050	230,000	23,159	220	10,329
West Virginia.....	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin.....								
Total.....	71,851	2,204	7,737	5,050,931	5,020,446	319,503	68,660	192,556
U. S. Military Academy.....	27,127	400		1,250,000				229,186
U. S. Naval Academy.....	20,186	939		1,236,490	0	0	0	(d)
Grand total....	119,164	3,543	7,737	7,587,421	5,020,446	319,503	68,660	484,742

a Reported with classical department (Table IX).

b For one institution only; the other is reported in Table IX.

c \$3,000 of this from leases of lands.

d Congressional appropriation.

TABLE X.—PART 2.—Summary of statistics of schools of science.

States.	Number of schools.	Preparatory depart- ment.			Scientific department.				Number of State scholarships.	Number of other free schol- arships
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of grad- uate students.		
California.....	1				4	60				
Colorado.....	2				3		20			
Indiana.....	21									
Louisiana.....	1	7	23			23				
Massachusetts.....	5				53	160	4	2	20	7
Missouri.....	1				11	41	8	0	0	
New Hampshire.....	2	0	0	0	18	71	1	2		
New Jersey.....	2	6	35		27	112	2	2		4
New York.....	5				59	3,263	45	13		
Ohio.....	1									
Pennsylvania.....	6		(b)	(b)	35	1,695	16	8		40
Texas.....	1									
Vermont.....	1									
Virginia.....	4	1	51		25	298	53	24		11
Total.....	33	14	114		235	5,723	149	51	20	62

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
California.....								
Colorado.....	100	30		\$3,000			\$260	\$4,000
Indiana.....								
Louisiana.....								
Massachusetts.....	5,200	50		150,000	\$736,807	\$75,988	6,392	
Missouri.....				80,000				0
New Hampshire.....	2,000				160,000	9,500	3,200	
New Jersey.....	5,000	100	50	350,000	500,000	40,000	8,000	
New York.....	7,277			1,500,000	50,000			
Ohio.....								
Pennsylvania.....	31,559	955		625,000		9,710		
Texas.....								
Vermont.....								
Virginia.....	5,730	220	500	355,000	40,000	2,200	10,900	15,000
Total.....	56,866	1,355	550	3,068,000	1,486,807	137,398	23,752	19,000

a Not fully organized.

b Reported with students in regular course.

Prior to the act of Congress of 1862 donating public lands to the several States and Territories which should provide colleges for the benefit of agriculture and the mechanic arts, some twenty schools of science had been established, as the Rensselaer Polytechnic Institute, the Cooper Union Schools, the Lawrence, Sheffield, and Chandler Scientific Schools, the Polytechnic School of Washington University. "These," says Prof. D. C. Gilman, "showed the desire for an advanced education founded upon some other basis than the literature of Greece and Rome. They showed the willingness of rich men to give to scientific colleges; they showed the popular craving for what was vaguely termed, for want of a better word, a practical education."

By the act of 1862 the movement toward scientific training became national, the prospective institutions were sufficiently endowed for the initiatory stages, and each was free to suit its organization to the wants of its locality.

It is to be regretted that the institutions did not have from the start the benefit of public conferences of scholars and statesmen, of extended inquiries in regard to the wants of this country and the experience of others, and of such discussions respecting the changes which are possible and desirable in the national education as are now filling our periodicals. However, the scientific schools previously established had been organized and developed in accordance with strict scientific principles, and their example offered a powerful opposition to the influences which tended to hold the new schools to a lifeless routine of mechanical exercises on the one hand or to a feeble modification of the methods of classical colleges on the other.

The reports of the year indicate that the future of these institutions as schools of applied science, conducted according to the laws of intellectual progress and directed "to the liberal and practical education of the industrial classes," is assured, and that in the main the character of each school is to be determined by the material condition of the section in which it is placed. Thus in the East the tendency is to the training of engineers and scientific experts; in the great agricultural section of the West and South agriculture and horticulture receive most attention, while in the mineral region of the Pacific section mining and metallurgy are made prominent.

Even where these special tendencies are marked, other branches of scientific and industrial instruction have also received attention proportionate to the demand. In Massachusetts the Institute of Technology, thoroughly organized and vigorously maintained, supplies the kind of instruction best suited to the advancement of the arts and industries demanded in the State. Botany is more generally required than heretofore, as affording the proper and natural introduction to the study of biological chemistry, zoölogy, and palæontology. The biological laboratory has been furnished with a variety of microscopes and accessory apparatus, and affords unusual facilities for both preparatory and advanced study. The working library of the professor in charge, which contains many valuable monographs as well as the more comprehensive works, is at the service of the students.

The State agricultural college has not been so well supported as the Institute of Technology, but it has, nevertheless, accomplished valuable results. In their report of 1878, the trustees say that it is easy to demonstrate that the college, with its scientific professors, excellent farm, live stock, laboratories, and apparatus, may accomplish great good by the trial of new implements, seeds, fertilizers, methods, and by original investigations. The analyses and inspections of fertilizers, which are constantly going on under the direction of Professor Goessman, are worth more to the farmers of the State than the entire expense of carrying on the college, and the experiments of Professor Stockbridge upon the use of chemical fertilizers have been very valuable.

The Japanese government took the Massachusetts agricultural college as the model for a similar institution in its own territory, and President Clark was granted leave of absence from May 15, 1876, to September 1, 1877, to superintend the location and development of the college at Sapporo, the capital of Hokkaido. The efforts of the Massachusetts professors at Hokkaido have led to the discovery of new and useful

plants and their introduction into the United States. Seeds of about thirty species were forwarded to the Arnold Arboretum in Boston, where they are now growing. The sum of \$1,000 was paid into the treasury by a friend of the college to be used in agricultural experiments, and in the spring a portion of the same was applied to experiments in forest trees. The Hills fund of \$10,000 for the promotion of botanical science was also paid into the treasury during the year. From the report of the board of visitors of Rutgers Scientific School, New Brunswick, N. J., it appears that the examination of the students and the inspection of the college farm proved highly satisfactory. The farm was bought, put in good order, and stocked by the trustees of Rutgers College in obedience to the State law, which required them to erect adequate buildings and to furnish and provide a suitable tract of land conveniently located for an experimental farm without "charge to the State." No money has yet been received from New Jersey towards the establishment or support of this agricultural college. The experimental farm cannot now be used for experiments unless additional means are provided to pay the cost. The agricultural college farm and the laboratories of the college supply the necessary location and appliances for a first class agricultural experiment station, and, in view of the great importance of such stations to the wants of progressive agriculture, the State board of visitors authorized a committee to proceed to Trenton and urge the necessary legislative action for an appropriation. The report includes a detailed statement of the condition and management of the farm for the year, and also a report on agriculture and agricultural teaching in Europe, by George H. Cook, appointed as a commissioner to the Paris Exposition.

In the reports of the western and southern institutions, the conduct and results of the agricultural departments are very fully set forth. The experimental farms and gardens appear as indispensable aids in the prosecution of the work. The Ohio State University has established a special three years' course in agriculture, which offers to the young farmer a practical and serviceable range of study. The experiments on the farm during the year were in hog-feeding, in the use of chemical fertilizers, and in deep plowing.

The model farm of Purdue University, La Fayette, Ind., contains about one hundred and fifty acres, including nursery, garden, campus, and planthouse. From the report of the Illinois Industrial University, it appears that the State has appropriated \$25,000 to the agricultural department for barns, tools, stock, &c., and \$20,000 to the horticultural for greenhouse, barns, drawings, tools, trees, &c., and \$3,000 for veterinary hall, stable, and apparatus. The college has for the illustration of practical agriculture a stock farm of 410 acres, provided with a large stock barn; also, an experimental farm of 180 acres. The experimental department exhibits field experiments in the testing of the different varieties and modes of culture of field crops and in the comparison and treatment of soils; it includes also experiments in agriculture and horticulture and in feeding stock.

A special division of the agricultural department of the State Agricultural College, Michigan, is the apiary. For this there is a separate building, with grounds on which grow varieties of honey producing plants.

In 1878, for the first time, funds were placed at the disposal of the Missouri Agricultural College for conducting experiments.

In the State Agricultural College, Manhattan, Kans., the farmers' course is made the main feature.

The department of agriculture of the Agricultural College, Maryland, is in charge of Prof. A. Grabowskii, PH. D., of the Wiesbaden Academy of Agriculture. Laboratory and field experiments looking to the most economical fertilizers and crops are made.

For several years past the work of the chair of agriculture in the University of Tennessee and State Agricultural College has been increasing beyond the capacity of any one professor, and by recent action of the board of trustees this chair has been divided and an additional professor is to be chosen. The college farm is in fine condition; it is designed to make it an example of the best modes of cultivation in the various departments of agriculture, with as little expense as is compatible with that end.

The Agricultural and Mechanical College of Kentucky was during the year detached from Kentucky University and placed upon an independent basis. It has, by agreement with Kentucky University, the sole and exclusive use of 100 acres of land of the Ashland and Woodland estates, and for every matriculate over one hundred one additional acre.

The college farm of the Agricultural and Mechanical College, Alabama, has always been, both in its extent and in the character of its soil, poorly adapted to the wants of the college; yet upon this small area and its poverty stricken soil very satisfactory experiments have been made in the production of the staple crops of the country. Especial attention has been directed to an improvement in the method of growing cotton so as to lessen the cost of production. It is alleged that these experiments have demonstrated that even upon the average land of the State cotton can be made at about one-half the cost reported by the Commissioner of Agriculture in 1876, viz, 9.9 cents per pound.

In connection with the agricultural course the subject of veterinary medicine is receiving increased attention in all these institutions.

While thus addressing themselves to one of the great purposes for which they were founded, viz, "the benefit of agriculture," there has been marked advance in the general organization of these schools and in their preparation for efficient work in science and mechanics. The multiplication and extension of laboratories, the collection of libraries and of museums of technology and natural history, and of art galleries, as in the case of the Illinois Industrial University, are preparing them to exercise an important influence in the development of the natural resources, the arts, and the industries of our country. As their advantages have been extended impartially to both sexes they take a leading place in the movement for the better education of women. Here, as in other directions, their action is influenced by local conditions.

From the report of the Massachusetts Institute of Technology we learn that at the request of the Women's Educational Association of Boston, and with their generous coöperation, new laboratories have been provided for the special instruction of women. The design is to afford every facility for the study of chemical analysis and industrial chemistry, of chemistry as related to vegetable and animal physiology, and of mineralogy and biology.

The School of Domestic Science in the Illinois Industrial University provides a full course of instruction in the arts of the household and the sciences relating thereto. The subjects pursued are food and dietetics, domestic hygiene, household esthetics, household science, domestic economy, home architecture, landscape drawing, and greenhouse work.

The Woman's Industrial Department of the Kansas Agricultural College has accomplished excellent results. During the year 58 students were taught in the different branches of ordinary family sewing by hand and by machine and 10 thoroughly drilled in cutting and fitting by chart; two classes were also taught in the kitchen laboratory.

In the minds of those who have especial interest in the problem of technical education the Worcester Free Institute stands as a type of the advanced idea of education in its most popular and practical sense; hence, the close of its first decade seems a fitting time for the review of its history:

The Worcester Free Institute was founded by John Boynton, esq., of Templeton, who gave the sum of \$100,000 for the endowment and support of a free school or institute, to be established in the county of Worcester for the benefit of the youth of that county. Hon. Stephen Salisbury extended the original purpose by a gift of \$200,000, with special reference to enabling the institute to receive students who are not residents of the county of Worcester; and it was resolved, May 10, 1869, "that there shall be allowed and paid, out of the treasury of the Commonwealth, the sum of \$50,000" to the Worcester County Free Institute, in consideration of which grant the institution "shall annually receive 20 pupils, and instruct them during the entire course free of tuition;

such pupils to be selected by the board of education from the different counties in the Commonwealth, except that none shall be taken from Worcester County."

The institution arose from a conviction that there is need of a system of training boys for the duties of an active life, which is broader and brighter than the popular method of "learning a trade" and more simple and direct than the so-called "liberal education."

It follows, in general, the plan of the polytechnic schools of Europe, with such obvious modifications as are rendered necessary by new conditions; but it gives special prominence to the element of practice in technical training. For the acquisition of practical familiarity with different branches of applied science the same facilities are offered as in the best schools of technology elsewhere; in mechanics shop practice is added to the course and incorporated in it.

The Washburn Machine Shop, the gift of Hon. Ichabod Washburn, of Worcester, offers unusual facilities for obtaining a practical knowledge of the use of tools and the management of machines.

Boynton Hall, erected by the citizens of Worcester, contains a chapel, chemical and physical laboratories fully provided with apparatus and models for instruction and practice, and two commodious drawing rooms, one for freehand, the other for mechanical drawing, with model rooms, where are the best French and English plates, manuscript drawings, models, casts, &c. There is a full set of instruments for the use of the civil engineers. The institute has come into possession of the celebrated Chevallier universal microscope, and of the Fairbanks testing machine, which was on exhibition at the Centennial.

A small library of books of reference belongs to the institute; Green library, containing 45,000 volumes, is open to the students, and the library of the American Antiquarian Society, of 60,000 volumes, is accessible to students who are making special researches.

The following statement is from the paper prepared by Prof. Charles O. Thompson, senior member of the faculty, for the information of the trustees of the institute:

Ten years have elapsed since the formal opening of the institute, November 12, 1868. It seems to be a convenient time to call the attention of the trustees to the results thus far achieved, and to state the wants of the institution in a more explicit manner than that of the catalogue. Ten years was the time spoken of by Hon. Emory Washburn and Dr. Sweetser, in my first interview with them, as the proper limit of the experimental stage of our history, and the event has justified the forecast of those wise friends of the school. The results of the experiment form the ground of the propositions which I wish to submit to the trustees; and, though these results do not decide all the questions which arise concerning our work, they clearly demonstrate the importance and necessity of the work.

Without encumbering this paper with unnecessary details, it is necessary to state—

- (1) The institute has provided an instructor for every ten or twelve students.
- (2) The course of study offers 126 weeks of instruction in three years, and for beginners in mechanics 20 weeks in addition to this.
- (3) This instruction has covered the vital parts of technological training. This is evident from the fact that the graduates have occupied, and in numerous instances have held through the hard times, positions which are sought and occupied by graduates of other schools of technology, without any suggestion of inferiority of preparation.
- (4) The institute has given instruction to 389 young men of an average age of 17½ years at entrance, and has graduated 166, or 44 per cent. The average annual expenditure has closely approached \$25,000, and the annual number of graduates 21; so that the cost per graduate is nearly \$12,000.
- (5) The graduates have generally sought, secured and followed the positions for which the training of the institute has specially prepared them; but enough of them have entered broader fields of knowledge to demonstrate the soundness of the pedagogical ideas which have regulated their education here.
- (6) Of the 166 graduates, almost all are leading virtuous lives.

It was found soon after the shop was opened that the time allotted to practice was not enough to enable us to fulfil, in every case, our promise that our graduates should not suffer in respect to skill in handicraft and general serviceableness when compared with the average apprentice from the shops. Consequently the apprentice class was organized, in which absolute beginners receive five months of shop training before beginning their full course in September.

The rule has always been strictly enforced that all who apply for admission in September must show an amount of mechanical knowledge equal to that of the mem-

bers of the apprentice class. This has tended to create a pressure for admission to the apprentice class.

Again, the great decline in the demand for civil engineering has naturally turned the attention of young men towards mechanics, and of course towards the apprentice class, thus increasing the demand for admission to it.

Again, it has been the constant effort of all the officers of the institute to give prominence to our facilities for the technical training of mechanics. This is the only school in the country where a manufacturing shop, with its innumerable direct and indirect advantages and its great attractiveness to a certain class of young men, is found. This feature of the institution is spoken of and watched with more interest than any other. The inevitable result is an increased demand for its advantages, and of course an increased pressure on the apprentice class.

We are mainly devoted to the service of mechanics. It is not surprising, but, on the contrary, an evidence of the clearness with which our plan is seen by the community, that the number of students in all other departments put together—i. e., chemistry, civil engineering, physics, and drawing—should about equal that of the mechanics. The whole number of students in the institution, therefore, is not likely to be more than twice that of the mechanics—i. e., more than twice that of the apprentice class.

The graduating exercises of the ninth class were held July 10, 1878. The class numbered 18 members, and was an excellent one, the average standing being higher than that of any previous class. Addresses were delivered by ex-Governor Boutwell, Governor Rice, Professor Thompson, and Hon. Stephen Salisbury, president of the board of trustees.

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1870 to 1878, inclusive, with the number of professors and number of students :

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions....	80	94	104	110	113	123	124	124	125
Number of instructors.....	339	369	435	573	579	615	580	564	577
Number of students.....	3,254	3,204	3,351	3,838	4,356	5,234	4,268	3,965	4,320

Statistical summary of schools of theology.

Denomination.	Number of schools.	Number of professors.	Number of students.
Roman Catholic	17	91	932
Protestant Episcopal	16	68	268
Baptist	16	65	802
Presbyterian	15	79	655
Lutheran	13	38	265
Congregational	10	75	359
Methodist Episcopal	8	49	404
Unsectarian	4	20	101
Christian	3	7	78
Reformed	3	9	58
United Presbyterian	3	9	56
Cumberland Presbyterian	2	6	13
Free Will Baptist	2	10	41
Methodist Episcopal (South)	2	8	68
Reformed (Dutch)	2	5	32
Universalist	2	10	49
African Methodist Episcopal	1	6	8
Mennonite	1	4	50
Methodist	1	.....	.....
Moravian	1	4	28
New Church	1	5	3
Unitarian	1	6	20
United Brethren	1	3	30
Total	125	577	4,320

TABLE XI.—*Summary of statistics of schools of theology.*

States.	Number of schools.	Corps of instruction.	Endowed professorships.	Students.				Libraries.		Property, income, &c.		
				Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1878.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama	1	2	...	18	...	2	3	800	...	\$5,000	...	...
California	2	12	2	15	...	...	4	9,000	100	102,500	\$6,500	\$780
Connecticut	3	33	9	130	...	53	...	25,500	...	...	294,127	...
Georgia	2	4	...	124	...	...	3	558	55	5,000	...	...
Illinois	14	47	16	363	5	74	70	38,670	411	619,000	550,530	40,626
Indiana	2	3	...	52	...	...	13	5,000	...	...	...	...
Iowa	3	13	4	14	2	1	11	8,300	750	180,000	98,900	5,800
Kansas	1	1	...	2	...	...	...	3,500	...	25,000	0	0
Kentucky	6	12	4	171	...	37	25	19,100	425	33,500	182,884	10,900
Louisiana	2	2	...	27	...	...	...	300	...	...	...	...
Maine	2	10	5	53	...	26	16	23,400	300	90,000	150,000	6,000
Maryland	4	32	...	245	...	...	90	52,626	835	122,000	500	30
Massachusetts	7	58	18	318	5	195	76	76,600	1,703	578,835	1,151,415	50,522
Michigan	2	5	1	21	3	3	4	1,500	200	...	...	...
Minnesota	3	7	...	13	5	2	3	...	...	...	...	...
Mississippi	1	3	...	4	0	...	4	1,000	...	5,000	...	...
Missouri	3	13	1	139	1	...	5	12,500	...	40,000	40,000	2,000
Nebraska	1	3	...	5	...	1	10	500	...	10,000	...	...
New Jersey	4	32	9	270	...	173	80	76,200	2,897	738,500	1,187,000	68,463
New York	12	68	22	624	16	237	96	99,957	7,529	915,000	1,472,665	97,222
North Carolina	3	9	...	75	...	3	2	600	200	50,000	...	...
Ohio	14	66	11	402	6	119	87	51,475	1,935	805,000	440,000	31,600
Pennsylvania	17	64	27	405	18	125	127	90,987	3,433	755,375	1,114,434	61,653
South Carolina	2	4	...	29	...	25	10	18,923	...	30,000	...	...
Tennessee	5	21	5	126	1	7	7	5,106	12	40,000	665,200	47,348
Texas	1	9	0	12	0	...	0	...	...	...	...	...
Virginia	4	16	9	192	...	48	36	23,800	227	85,000	224,703	13,500
Wisconsin	2	18	1	220	...	...	32	6,500	1,050	150,000	25,000	2,000
District of Columbia	2	10	...	129	...	5	12	2,800	...	40,000	...	...
Total	125	577	144	4,258	62	1,186	826	635,202	22,062	5,424,710	7,603,858	468,504

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1878, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions....	28	30	37	37	33	43	42	43	50
Number of instructors.....	99	129	151	158	181	224	218	175	196
Number of students	1,653	1,722	1,976	2,174	2,585	2,677	2,664	2,811	3,012

TABLE XII.—*Summary of statistics of schools of law.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1878.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	2	5	13	4	15	.....	.....	.....	.....	.....	.....
California	1	8	159	33	.....	.....	.....	\$100,000	\$7,000	.....	.....
Connecticut	1	11	68	.....	27	8,000	.....	10,000	600	.....	.....
Georgia	2	7	10	2	9	600	.....	.....	.....	.....	\$405
Illinois	3	15	177	35	55	.....	.....	.....	.....	.....	6,553
Indiana	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Iowa	3	13	145	27	103	2,204	240	.....	.....	.....	6,160
Kentucky	3	9	49	22	29	2,201	.....	.....	.....	.....	2,400
Louisiana	2	8	42	.....	5	26,000	.....	\$15,000	.....	.....	2,000
Maryland	1	4	62	45	29	.....	.....	.....	.....	.....	5,000
Massachusetts	2	21	311	181	99	17,000	.....	.....	58,247	8,155	36,833
Michigan	1	5	406	.....	148	6,000	.....	.....	.....	.....	.....
Mississippi	1	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	3	12	111	12	45	3,075	40	.....	.....	.....	5,560
New York	4	20	659	318	393	13,775	140	.....	.....	.....	.....
North Carolina	2	2	20	.....	.....	.....	.....	.....	.....	.....	.....
Ohio	2	5	118	.....	56	1,408	300	.....	.....	.....	5,800
Pennsylvania	3	5	151	.....	23	300	.....	.....	.....	.....	7,670
South Carolina	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tennessee	2	5	82	.....	37	800	.....	16,000	.....	.....	3,500
Texas	1	3	9	.....	2	.....	.....	.....	.....	.....	.....
Virginia	3	12	170	.....	33	3,800	.....	.....	.....	.....	9,730
Wisconsin	1	11	50	13	18	1,097	166	.....	.....	.....	1,451
District of Columbia.	4	15	194	11	31	300	18	20,000	.....	.....	9,672
Total	50	196	3,012	703	1,162	86,560	904	51,000	168,247	15,755	102,734

TABLE XIII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1870 to 1878, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.
Number of institutions ...	63	82	87	94	99	106	102	106	106
Number of instructors	588	750	726	1,148	1,121	1,172	1,201	1,278	1,337
Number of students	6,943	7,045	5,995	8,681	9,095	9,971	10,143	11,225	11,830

TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are college graduates.	Graduates at the commencement of 1878.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. Regular.											
Alabama	2	14	39	.....	18	500	.....	\$125,000	.....	.....	\$2,220
California	2	20	101	11	41	.....	.....	75,000	.....	.....	12,427
Connecticut	1	12	60	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	3	34	136	.....	43	4,800	.....	55,000	.....	.....	2,187
Illinois	3	54	580	30	176	.....	.....	124,000	\$14,000	\$2,300	36,000
Indiana	3	38	68	14	31	2,000	.....	7,500	.....	.....	8,050
Iowa	2	20	294	107	96	.....	.....	75,000	.....	.....	8,500
Kentucky	4	43	509	12	184	4,000	.....	8,000	3,500	.....	4,000
Louisiana	1	9	147	.....	.....	1,000	.....	100,000	.....	.....	14,380
Maine	2	21	110	9	24	4,800	.....	25,000	2,500	130	6,416
Maryland	2	29	349	.....	79	900	.....	90,000	20,000	.....	.....
Massachusetts	1	37	233	101	47	2,000	.....	106,147	6,094	.....	44,045
Michigan	2	28	419	28	86	2,250	200	105,000	.....	.....	19,190
Missouri	5	66	485	6	121	1,165	.....	102,000	1,000	100	32,133
New Hampshire	1	11	100	.....	23	1,200	.....	25,000	1,200	72	.....
New York	7	155	1,825	302	547	6,050	25	256,500	16,000	1,490	16,460
Ohio	7	96	877	12	302	4,300	250	141,000	.....	.....	19,040
Oregon	1	.....	.....	.....	7	.....	.....	.....	.....	.....	.....
Pennsylvania	3	103	1,026	.....	345	8,500	.....	250,250	50,000	3,000	41,500
South Carolina	1	8	71	.....	23	.....	.....	.....	.....	.....	3,400
Tennessee	4	52	483	.....	227	2,100	50	44,500	.....	.....	6,500
Texas	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	1	13	108	6	33	.....	.....	.....	.....	.....	6,000
Virginia	2	19	96	.....	30	500	.....	50,000	.....	.....	4,000
District of Columbia.	3	33	158	11	23	.....	.....	26,500	.....	.....	2,950
Total	64	915	8,279	649	2,506	46,065	525	1,655,250	214,347	13,186	289,398
2. Eclectic.											
Georgia	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	1	14	50	2	28	.....	.....	40,000	.....	.....	.....
Missouri	1	9	.....	.....	35	.....	.....	.....	.....	.....	5,960
New York	2	20	191	21	25	3,000	.....	41,000	.....	.....	3,000
Ohio	1	8	207	.....	123	.....	.....	80,000	.....	.....	.....
Total	6	51	448	23	211	3,000	...	161,000	.....	.....	8,960
3. Homœopathic.											
Illinois	2	29	372	14	131	.....	.....	105,000	.....	.....	10,000
Massachusetts	1	32	149	13	42	2,000	.....	125,000	40,000	.....	9,951
Michigan	1	6	63	.....	.....	34,600	.....	.....	.....	.....	.....
Missouri	2	16	55	2	38	.....	.....	20,000	.....	.....	4,000

TABLE XIII.—Summary of statistics of schools of medicine, &c.—Continued.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who are college graduates.	Graduates at the commencement of 1878.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
Homœopathic—Con.											
New York.....	2	39	200	.....	66	200	.....	.....	.....	.....	\$13,520
Ohio.....	2	20	179	24	33	1,000	.....	\$59,000	.....	.....	43,000
Pennsylvania.....	1	16	197	35	53	2,000	.....	40,000	.....	.....	15,000
Total	11	158	1,215	88	363	39,800	....	349,000	\$40,000	.....	95,471
II. DENTAL.											
Louisiana	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	1	11	82	.....	21	.....	.....	5,000	.....	.....	5,500
Massachusetts	2	26	60	.....	20	25	.....	18,000	.....	.....	10,046
Michigan.....	1	9	62	20	14	150	50	15,000	.....	.....	2,800
Missouri	1	13	13	4	.....	.....	.....	.....	.....	.....	800
New York	1	16	86	4	11	80	10	.....	.....	.....	7,308
Ohio.....	1	9	50	.....	24	250	50	15,000	.....	.....	4,000
Pennsylvania.....	3	67	326	.....	121	.....	.....	15,000	.....	.....	29,000
Tennessee.....	1	10	22	0	7	.....	.....	.....	.....	.....	1,230
Total	12	161	701	28	218	505	110	68,000	.....	.....	60,734
III. PHARMACEUTI- CAL.											
California	1	4	53	.....	8	.....	.....	.....	.....	.....	.....
Illinois.....	1	5	60	.....	14	1,200	.....	3,000	.....	.....	2,000
Iowa.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	1	3	19	.....	28	.....	.....	8,000	0	.....	1,500
Maryland	1	3	60	.....	22	.....	.....	6,000	.....	.....	.....
Massachusetts	1	4	100	.....	80	500	.....	5,000	2,500	\$150	3,000
Michigan.....	1	9	71	.....	22	.....	.....	.....	.....	.....	.....
Missouri	1	4	75	.....	16	.....	.....	6,500	.....	.....	3,350
New York.....	1	5	251	0	65	.....	.....	48,000	2,000	100	11,562
Ohio	1	3	100	.....	.....	400	60	500	.....	.....	3,025
Pennsylvania.....	1	3	363	.....	118	3,000	150	76,000	16,000	1,550	.....
Tennessee.....	1	6	12	2	2	.....	.....	.....	.....	.....	.....
District of Columbia..	1	3	23	.....	5	75	20	2,000	0	0	1,050
Total	13	52	1,187	2	380	5,175	230	155,000	20,500	1,800	25,487
TOTALS.											
Medical and surgical:											
Regular	64	915	8,279	649	2,506	46,065	525	1,685,250	214,347	13,186	289,398
Eclectic.....	6	51	448	23	211	3,000	.....	161,000	.....	.....	8,960
Homœopathic	11	158	1,215	88	363	39,800	....	349,000	40,000	.....	95,471
Dental	12	161	701	28	218	505	110	68,000	.....	.....	60,734
Pharmaceutical	13	52	1,187	2	380	5,175	230	155,000	20,500	1,800	25,487
Grand total.....	106	1,397	11,830	790	3,678	94,545	865	2,418,250	274,847	14,986	480,050

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of the examinations of candidates for admission to the United States Military and Naval Academies for the year 1878.

TABLE XV.—DEGREES.

This Office is informed that the better colleges and universities of the country are becoming increasingly careful in the bestowal of honorary degrees. At the same time it is well known that the sale of diplomas by persons who have obtained control of collegiate and university charters by purchase or fraud is still going on. This disgraceful proceeding has already injured the reputation of American learning and the value of American degrees in other countries; but the Federal Government did not create the corporations which are causing this scandal and has no power to cancel their charters. It is for the authorities of the States to move in the matter and thus vindicate the honor of the nation and of American scholars.

The following summary of degrees in course and honorary conferred by reputable institutions of learning needs no further explanation:

TABLE XV.—Statistical summary of all degrees conferred.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL	a9,999	b396	3,631	114	990	6	222	31	46	..	222	159	3,814	4	1,000	78
Total in classical and scientific colleges.	c6,367	b388	3,015	111	977	6	222	31	43	..	115	157	1,082	1	881	78
Total in colleges for women....	d674	1	616	....	13	..	..	..	3	..	..	1	..	..	..	..
Total in professional schools....	2,958	7	....	3	..	..	..	..	..	..	e107	1	2,732	3	119	..
ALABAMA	129	13	81	4	12	..	3	1	..	..	..	5	18	..	15	3
Classical and scientific colleges.	69	13	39	4	12	..	3	1	..	..	..	5	..	..	15	3
Colleges for women	42	..	42	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	18	..	..	..	..	..	..	..	..	..	..	..	18	..	..	..
ARKANSAS	6	1	6	..	..	..	..	..	..	..	..	1	..	..	..	..
Classical and scientific colleges.	6	1	6	..	..	..	..	..	..	..	..	1	..	..	..	..
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
CALIFORNIA	110	..	36	..	8	..	19	..	..	..	2	..	45	..	..	..
Classical and scientific colleges.	82	..	36	..	8	..	19	..	..	..	..	..	19	..	..	..
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools	28	..	..	..	..	..	..	..	..	..	2	..	26	..	..	..
COLORADO .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Classical and scientific colleges.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Colleges for women .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional schools .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

aIncludes 74 degrees not specified.

bIncludes 4 degrees not specified.

cIncludes 32 degrees not specified.

dIncludes 42 degrees not specified.

eThere were also 424 graduates, upon whom in most cases diplomas were conferred.

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TABLE XV.—Statistical summary of all degrees conferred—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
CONNECTICUT	344	13	220	3	2	..	49	..	..	..	33	4	10	..	30	6
Classical and scientific colleges.	344	13	220	3	2	..	49	..	..	..	33	4	10	..	30	6
Colleges for women																
Professional schools																
DELAWARE	29	1	29													1
Classical and scientific colleges.	10	1	10													1
Colleges for women	19		19													
Professional schools																
FLORIDA																
Classical and scientific colleges.																
Colleges for women																
Professional schools																
GEORGIA	160	..	100	..	8	..							45	..	7	..
Classical and scientific colleges.	60	..	24	..	8	..							21	..	7	..
Colleges for women	76	..	76	..		..								..		..
Professional schools	24	..		..		..							24	..		..
ILLINOIS	838	25	218	13	103	..	18	2	3	..	34	6	404	..	48	4
Classical and scientific colleges.	376	24	186	13	103	..	18	2	3	..	9	5	43	..	14	4
Colleges for women	32	..	32	..		..								..		..
Professional schools	430	1		..		..					25	1	361	..	34	..
INDIANA	151	17	64	10	27	1	..	2	..	..	3	60	1	..	..	..
Classical and scientific colleges.	91	16	64	10	27	1	..	2	..	..	3		..	..	..	..
Colleges for women																
Professional schools	60	1		..		..						60	1	..	..	..
IOWA	a371	17	81	9	68	..	12	..	..	..	1	5	100	1	103	2
Classical and scientific colleges.	285	16	81	9	68	..	12	..	..	..	1	5	20	..	103	2
Colleges for women	b6	..				..								..		..
Professional schools	80	1		..		..						80	1	..	..	..
KANSAS	a38	5	16	..	16	..					4			..		1
Classical and scientific colleges.	a32	4	16	..	16	..					3			..		1
Colleges for women		1		..		..					1			..		..
Professional schools .....				..		..								..		..
KENTUCKY	c275	6	110	..	14	..					1	114	..		5	5
Classical and scientific colleges.	d77	6	47	..	13	..					1		..		5	5
Colleges for women	e84	..	63	..	1	..							..			..
Professional schools	114	..		..		..						114	..			..

aIncludes 6 degrees not specified.

bDegrees not specified.

cIncludes 32 degrees not specified.

dIncludes 12 conferred on completion of commercial course.

eIncludes 20 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
LOUISIANA	a32	b4	12										65		4	
Classical and scientific colleges.	a5	b4													4	
Colleges for women	12		12													
Professional schools	65												65			
MAINE	134	8	89	4	17						2	2	26			2
Classical and scientific colleges.	127	8	82	4	17						2	2	26			2
Colleges for women	7		7													
Professional schools																
MARYLAND	250	6	42	1			4				4		175		29	1
Classical and scientific colleges.	28	6	24	1			4				4					1
Colleges for women	18		18													
Professional schools	204												175		29	
MASSACHUSETTS	834	20	383	5	88		13	20		41	7	188		101	8	
Classical and scientific colleges.	740	20	383	5	88		13	20		39	7	96		101	8	
Colleges for women																
Professional schools	94									2		92				
MICHIGAN	536	7	84	2	97	1	19	11		1	3	176		148	1	
Classical and scientific colleges.	516	7	84	2	97	1	19	11		1	3	156		148	1	
Colleges for women																
Professional schools	20											20				
MINNESOTA	28		17		11											
Classical and scientific colleges.	26		15		11											
Colleges for women	2		2													
Professional schools																
MISSISSIPPI	107	7	71	1	6		1				3				29	3
Classical and scientific colleges	51	7	15	1	6		1				3				29	3
Colleges for women	56		56													
Professional schools																
MISSOURI	466	3	107	1	33	1	2			7	1	275		42		
Classical and scientific colleges.	152	3	66	1	27	1	2			7	1	8		42		
Colleges for women	47		41		6											
Professional schools	267											267				
NEBRASKA	10	1	8				2									1
Classical and scientific colleges.	10	1	8				2									1
Colleges for women																
Professional schools																
NEVADA																
Classical and scientific colleges.																
Colleges for women																
Professional schools																

a Includes 1 degree not specified.

b Degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
NEW HAMPSHIRE	a59	6	8	...	20	...	...	...	...	...	3	23	...	...	3	...
Classical and scientific colleges.	43	6	...	...	20	...	...	...	...	...	3	23	...	...	3	...
Colleges for women	a16	...	8	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
NEW JERSEY.....	243	6	192	...	51	...	1	...	...	...	3	...	...	...	2	...
Classical and scientific colleges	223	6	172	...	51	...	1	...	...	...	3	...	...	...	2	...
Colleges for women	20	...	20	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
NEW YORK	1,471	49	339	17	146	1	27	1	7	...	49	20	665	...	238	10
Classical and scientific colleges.	1,077	46	339	14	146	1	27	1	7	...	1	20	319	...	238	10
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	394	3	...	3	...	...	...	...	...	...	48	...	346	...	...	...
NORTH CAROLINA	b71	15	66	2	1	...	1	1	...	...	9	...	...	...	...	3
Classical and scientific colleges.	50	15	48	2	1	...	1	1	...	...	9	...	...	...	...	3
Colleges for women	b21	...	18	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
OHIO	906	54	310	11	80	...	3	8	...	...	18	24	439	1	56	10
Classical and scientific colleges.	410	53	285	11	75	...	3	8	...	...	9	24	38	...	...	10
Colleges for women	30	...	25	...	5	...	...	...	...	...	...	...	...	...	...	...
Professional schools	466	1	...	...	...	...	...	...	...	...	9	...	401	1	56	...
OREGON	25	...	8	...	17	...	...	...	...	...	...	...	...	...	...	...
Classical and scientific colleges.	25	...	8	...	17	...	...	...	...	...	...	...	...	...	...	...
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
PENNSYLVANIA	1,144	47	368	15	52	1	25	12	3	...	21	17	652	...	23	2
Classical and scientific colleges.	587	47	357	15	52	1	25	12	...	...	17	130	...	...	23	2
Colleges for women	14	...	11	...	...	...	...	...	3	...	...	...	...	...	...	...
Professional schools	543	...	...	...	...	...	...	...	...	...	21	...	522	...	...	...
RHODE ISLAND.....	85	5	79	1	...	...	6	...	...	...	2	...	...	...	...	2
Classical and scientific colleges	85	5	79	1	...	...	6	...	...	...	2	...	...	...	...	2
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SOUTH CAROLINA.....	75	4	45	2	2	...	3	...	...	...	2	25	...	...	...	...
Classical and scientific colleges.	50	4	45	2	2	...	3	...	...	...	2	...	...	...	...	...
Colleges for women .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	25	...	...	...	...	...	...	...	...	...	...	25	...	...	...	...
TENNESSEE	510	14	191	1	29	...	4	...	2	...	13	11	234	1	37	1
Classical and scientific colleges.	266	14	81	1	29	...	4	...	2	...	13	11	100	1	37	1
Colleges for women	110	...	110	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional schools	134	...	...	...	...	...	...	...	...	...	...	134	...	...	...	...

a Includes 8 degrees not specified.

b Includes 3 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred—Continued.*

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
TEXAS	a46	7	27	3	.....	.....	6	.....	.....	.....	4	.....	.....	.....	.....	.....
Classical and scientific colleges.	a31	7	12	3	.....	.....	6	.....	.....	.....	4	.....	.....	.....	.....	.....
Colleges for women	15	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
VERMONT	64	6	29	1	2	.....	1	.....	.....	.....	3	33	.....	.....	.....	1
Classical and scientific colleges.	62	6	27	1	2	.....	1	.....	.....	.....	3	33	.....	.....	.....	1
Colleges for women	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
VIRGINIA	b195	18	93	6	42	..	1	1	.....	.....	7	17	.....	.....	37	4
Classical and scientific colleges.	165	18	69	6	41	..	1	1	.....	.....	7	17	.....	.....	37	4
Colleges for women	b30	.....	24	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
WEST VIRGINIA	16	..	15	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Classical and scientific colleges.	13	.....	12	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colleges for women	3	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
WISCONSIN	121	7	65	2	36	1	3	.....	.....	.....	3	.....	.....	.....	17	1
Classical and scientific colleges.	109	7	53	2	36	1	3	.....	.....	.....	3	.....	.....	.....	17	1
Colleges for women	12	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DISTRICT OF COLUMBIA	80	4	22	.....	1	..	1	1	.....	.....	2	25	.....	.....	31	1
Classical and scientific colleges.	78	4	22	.....	1	..	1	1	.....	.....	2	23	.....	.....	31	1
Colleges for women .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Professional schools	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....

a Includes 13 degrees not specified.

b Includes 5 degrees not specified.

TABLE XVI.—*Summary of statistics of additional public libraries for 1878.*

States.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditures.	
							Books, periodicals, and binding.	Salaries and incidentals.
Alabama.....	1	834	834	1, 470	\$0	\$367	\$581	\$250
Illinois.....	3	4, 291	1, 058	33, 922	.....	2, 418	905	1, 262
Massachusetts.....	2	7, 010	1, 314	56, 237	15, 000	1, 466	1, 716	1, 496
Mississippi.....	1	300	.....	.....	.....	.....	.....	.....
New Jersey.....	1	1, 768	79	.....	.....	.....	.....	.....
New York.....	4	3, 076	a174	b800	.....	b73	b75	a616
Ohio.....	1	320	74	1, 064	0	154	95	37
Pennsylvania.....	5	4, 645	a654	a2, 326	.....	.....	b16	a159
Rhode Island.....	2	929	.....	b1, 952	.....	.....	b7	b26
South Carolina.....	1	1, 037	607	3, 000	0	235	75	160
Wisconsin.....	1	411	1	850	.....	.....	.....	.....
Total.....	22	24, 621	4, 795	101, 621	15, 000	5, 213	3, 452	4, 006

a Two reported this item.

b Only one reported this item.

Adding the totals of the preceding summary to those of the statistics of 1877, of 1876, and of the Special Report on Public Libraries published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the libraries now reported :

Total number of libraries reported each having over 300 volumes.....	3, 793
Total number of volumes.....	12, 482, 671
Total yearly additions (1,606 libraries reporting).....	462, 619
Total yearly use of books (823 libraries reporting).....	9, 308, 403
Total amount of permanent fund (1,747 libraries reporting).....	\$6, 776, 497
Total amount of yearly income (928 libraries reporting).....	1, 404, 326
Total yearly expenditures for books, periodicals, and bindings (852 libraries reporting).	589, 731
Total yearly expenditures for salaries and incidental expenses (723 libraries reporting).	746, 281

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,64 libraries embraced in the Special Report on Public Libraries or the increase of the 124 libraries embraced in the Commissioner's Reports for 1876 and 1877 from the dates thereof to the present time.

TABLE XVII.—*Summary of statistics of schools for feeble-minded youth.*

	Name.	Number of instructors and other employes.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	Connecticut School for Imbeciles.....	14	-----	-----	85	-----	\$14, 975	\$14, 975
2	Illinois Asylum for Feeble-Minded Children.	56	131	100	231	205	58, 000	<i>a</i> 58, 000
3	Iowa Asylum for Feeble-Minded Children.	22	70	60	130	4	15, 600	15, 600
4	Kentucky Institute for Educating and Training Feeble-Minded Children.	25	67	60	127	-----	26, 000	26, 000
5	Private Institution for the Education of Feeble-Minded Youth (Barre, Mass.).	49	53	21	74	140	-----	35, 689
6	Massachusetts School for Idiotic and Feeble-Minded Youth.	20	49	41	90	-----	18, 000	18, 000
7	Hillside School for Backward and Feeble Children (Fayville, Mass.).	8	6	1	7	12	-----	-----
8	Idiot Asylum, Randall's Island, N. Y.	4	88	61	149	53	-----	-----
9	New York Asylum for Idiots	56	148	119	267	-----	46, 810	47, 967
10	Ohio Institution for the Education of Imbecile Youth.	100	303	209	512	201	94, 904	78, 670
11	Pennsylvania Training School for Feeble-Minded Children.	68	195	114	309	458	50, 191	53, 922
	Total	422	1, 110	786	1, 981	1, 073	324, 480	348, 823

a Estimated.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb.*

States.	Number of institutions.	Instructors.		Number under instruction during the year.			Total number who have received instruction.	Number of graduates who have become teachers.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.		
Alabama	1	5	0	35	30	25	141	2
Arkansas	1	3	0	47	27	20	135	1
California	1	6	0	103	67	36	201	3
Colorado	1	2	1	29	13	16	33	0
Connecticut	2	19	1	273	168	105	2,227	*60
Georgia	1	4	2	73	37	36	285	4
Illinois	2	23	a4	543	321	222	1,328	*13
Indiana	1	17	4	379	220	159	1,211	*19
Iowa	1	8	b4	143	81	62	516	2
Kansas	1	5	0	109	55	54	207	1
Kentucky	1	5	1	90	45	45	688	12
Louisiana	1	3	0	40	24	16	218	4
Maine	1	2	0	12	5	7	14	0
Maryland	3	12	2	143	91	52	248	3
Massachusetts	2	17	1	173	82	91	323	0
Michigan	2	c13	2	237	127	110	c675	.....
Minnesota	1	6	3	108	72	36	212	2
Mississippi	1	3	1	52	21	31	.....	1
Missouri	2	11	2	230	127	103	598	5
Nebraska	1	4	0	56	30	26	90	0
New York	7	73	9	1,175	647	528	3,555	72
North Carolina	1	d15	2	d156	d79	d77	.....	8
Ohio	2	27	6	553	314	239	1,757	.....
Oregon	1	3	1	28	15	13	43	0
Pennsylvania	3	27	3	462	275	187	1,938	12
Rhode Island	1	3	.....	10	(10)	.....	.....	.....
South Carolina	1	e4	.....	e41	(41)	.....	e200	.....
Tennessee	1	6	0	108	68	40	.....	0
Texas	1	4	1	68	43	25	163	0
Virginia	1	9	1	102	60	42	485	.....
West Virginia	1	5	1	66	39	27	137	0
Wisconsin	3	17	2	255	151	104	541	3
District of Columbia	2	11	4	117	106	11	259	34
Total	52	372	58	6,036	{ 3,440 ⁽⁵¹⁾	2,545	{ 18,528	261

* From Report of the Commissioner of Education for 1877.

a Three are deaf-mutes.

c Including the department for the blind.

b Two of these are mutes.

d For two years.

TABLE XVIII.—*Summary of statistics of institutions for the deaf and dumb—Continued.*

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama.....	500	.....	a\$40,000	a\$15,000	\$0	a\$13,000
Arkansas.....	100	25	35,000	b4,000	0	c19,135
California.....	.....	.....	a250,000	a36,000	1,050	a42,848
Colorado.....	60	45	12,000	7,000	0	6,500
Connecticut.....	2,300	.....	250,000	.....	4,000	52,743
Georgia.....	1,000	.....	30,000	12,000	0	15,000
Illinois.....	3,000	300	350,000	79,000	.....	79,000
Indiana.....	3,200	100	486,190	61,000	0	62,995
Iowa.....	900	80	100,000	d25,000	.....	.....
Kansas.....	150	0	41,027	16,150	0	16,150
Kentucky.....	1,200	30	125,000	20,000	0	.....
Louisiana.....	300	0	225,000	15,000	0	8,000
Maine.....	0	0	.....	1,225	480	1,500
Maryland.....	2,000	.....	270,000	33,000	175	32,193
Massachusetts.....	684	50	90,090	14,250	3,095	25,543
Michigan.....	a1,200	50	a452,134	a43,500	.....	a45,153
Minnesota.....	850	25	275,000	21,000	0	20,898
Mississippi.....	200	150	50,000	15,000	105	14,500
Missouri.....	609	0	105,000	40,500	0	32,711
Nebraska.....	436	100	36,000	13,062	0	8,890
New York.....	7,342	172	687,348	e165,941	112,263	265,726
North Carolina.....	a600	.....	a75,000	a42,500	0	a40,000
Ohio.....	2,500	100	500,000	83,000	.....	96,700
Oregon.....	0	.....	0	6,000	0	.....
Pennsylvania.....	5,040	.....	500,000	87,400	14,462	f101,959
South Carolina.....	.....	.....	a50,000	a6,000	.....	.....
Tennessee.....	150	50	125,000	24,561	0	24,561
Texas.....	400	100	40,000	14,720	.....	14,720
Virginia.....	a1,700	.....	a175,000	a35,000	.....	a35,103
West Virginia.....	320	0	a70,000	a28,000	0	a27,537
Wisconsin.....	1,000	100	100,000	30,000	1,800	33,641
District of Columbia.....	2,150	.....	650,000	g120,025	1,442	h122,273
Total.....	39,882	1,477	6,194,699	1,114,834	138,872	1,258,999

a Including the department for the blind.

f \$10,000 of this were invested in scholarships.

b For salaries, and \$150 per capita for subsistence.

g Congressional appropriation, of which \$72,025 were for building.

c For two years.

d Also, \$40,000 for building.

h \$71,996 for building.

e Includes \$18,617 from counties of the State and

\$1,275 from New Jersey.

DEAF-MUTE INSTRUCTION.

The instruction of deaf-mutes is steadily advancing, and is no longer regarded as a charity, but as an essential part of a system of free education. More and more the claims of all classes of deaf-mutes, whether black or white, are recognized. Where the association of different races in the same institution is considered inexpedient, efforts are made for like accommodations and facilities in separate buildings. The course of instruction differs somewhat from that of the ordinary schools, partly because of the peculiar limitations of the pupils and partly by reason of the general introduction of industrial training. That the training of deaf-mutes should begin at an earlier age than has heretofore been assigned is an opinion steadily gaining ground and strongly supported by the success of the primary department of the Clarke Institution, at Northampton, Mass., to which pupils are admitted at five years of age. It is believed that Kindergarten methods may be advantageously employed in the earlier stages of deaf-mute instruction. The distinctive merits of articulation, lip reading, the sign language, and the manual alphabet continue to be earnestly discussed in the conventions of deaf-mute educators and in the reports and other publications of these institutions. Parents and relatives of deaf-mutes take deep interest in the experiments in articulation and lip reading, fondly hoping that this training may overcome in a greater measure than the sign language the disadvantages which the deaf-mute condition imposes. There is, perhaps, no considerable number of instructors of deaf-mutes who do not now attach a measure of importance to articulation and lip reading, but many of the most judicious instructors of deaf-mutes believe that a large proportion of those born deaf and dumb find it so difficult to acquire command of articulation and lip reading that if sign language were discarded their progress in general culture would be unwarrantably sacrificed.

The year has been an important one in the history of the Columbia Institution for the Deaf and Dumb. On the 16th of February the twenty-first anniversary of the institution was celebrated by the formal opening and occupation of the college building. An address was delivered by President Gallaudet containing interesting statements concerning the career of graduates. The work of the college is signally aided by the services many of its graduates are rendering.

Dr. M. B. Anderson, commissioner of the seventh judicial district of New York, in a report to the State board of charities on the education of deaf-mutes, presents in a forcible manner the present condition of that interest in the State. He embodies in his report the statement of Mr. Westervelt, principal of the institution in Rochester, concerning his methods of instruction and the considerations which led to their adoption, which statement is as follows:

This method of communicating instruction by the constant and uniform use of the manual alphabet has been introduced into the institution at Rochester the present year as an experiment, and thus far it promises well.

It has always been found difficult to teach deaf-mutes to compose with the same rapidity and ease as hearing persons, and to congenital mutes especially this difficulty has been a serious one. But practice, continued through years of holding all their communication with each other and their teachers in the language of common life by means of the manual alphabet, will evidently furnish them with a complete mastery of vocabulary and expression, and correct those peculiarities in their writings known as "deaf-mute-isms."

We appreciate the necessity of signs to illustrate, as pictures do, the meaning of words, but would not permit them to supplant words and language for purposes of communication. We would teach the pupil from the beginning to think in words by the use of the manual alphabet, and to this end we would use natural motions, signs, in much the same manner as a mother does in teaching her hearing child to speak. We would not limit the child in its use of language to the few hours usually spent in school room exercises, but would give him at every moment of his waking hours the help he needs to express his thoughts, his wants, in words, spelled by the fingers as other children utter their words by speech. We would give him words the moment he feels the need of expression.

We have employed, in accordance with this purpose, two teachers for the pupils admitted to our school this fall, who each take charge of the class one-half of the day,

every day of the week. During part of the time the pupils are under the restraint of school discipline; during the remaining hours of the day they have full liberty, under the supervision of the teacher—with her assistance, if it is desired—to play games and amuse themselves; one purpose being to devise new means and to use every method already practised to make interesting the work of acquiring language and to simulate, though with more rapid progression, the successive stages of development of a hearing child under home influences.

During the early period of deaf-mute instruction in this country the sign system was undoubtedly better suited to its necessities than any other. Then pupils were received at school at twelve or fifteen years of age, and educational privileges were limited. Now, by statutory enactment, pupils are admitted to school at six years, an age at which language is readily acquired, when memory is the most active mental faculty awakened. The general change of opinion regarding education, the greater importance as a question of political economy given to public instruction of the deaf as well as of those who can hear, has opened a new era in deaf-mute education.

The change in method from both signs and articulation to words and the manual alphabet as the foundation of all instruction was introduced as an experiment this fall. At the quadrennial convention of American instructors of the deaf and dumb, held at Columbus, Ohio, last August, the nature of this experiment was informally presented, and was given "God speed," it being considered that only by experiment could the merits of the theories be tested.

Any announcement of results would be premature. It is necessary that the little children be kept entirely separate from the older pupils, and until recently our buildings have not afforded opportunity to affect the result.

TABLE XIX.—*Summary of statistics of schools for the blind.*

States.	Number of schools.	Number of instructors and other employes.	Number of blind employes and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.	
						Number of volumes.	Increase in the last school year.
Alabama	1	2	0	11	30	50	20
Arkansas	1	13	5	32	130	600	.....
California	1	8	0	27	95	.....	.....
Colorado	(a)	.....	.....	.....	.....	.....	.....
Georgia	1	6	4	58	182	600	100
Illinois	1	34	.....	123	598	993	.....
Indiana	1	30	3	110	596	1, 838	.....
Iowa	1	28	8	110	400	600	.....
Kansas	1	12	2	47	116	147	42
Kentucky	1	25	7	89	402	1, 200	150
Louisiana	1	5	3	28	45	100	5
Maryland	2	17	5	66	239	275	35
Massachusetts	1	74	33	123	960	2, 540	140
Michigan	1	b11	.....	47	.....	(c)	(c)
Minnesota	1	9	2	21	42	360	23
Mississippi	1	.....	.....	.....	.....	.....	.....
Missouri	1	7	2	108	.....	.....	.....
Nebraska	1	9	2	23	35	100	100
New York	2	101	43	386	1, 688	1, 783	74
North Carolina	1	(c)	.....	d107	.....	(c)	(c)
Ohio	1	56	6	178	1, 000	.....	.....
Oregon	1	2	.....	12	18	400	20
Pennsylvania	1	38	19	200	1, 006	950	150
South Carolina	1	b4	1	b41	b200	.....	.....
Tennessee	1	15	7	52	221	1, 431	.....
Texas	1	11	0	69	.....	.....	.....
Virginia	1	7	2	35	232	(c)	.....
West Virginia	1	2	1	21	48	100	.....
Wisconsin	1	21	2	90	278	1, 050	90
Total	30	547	157	2, 214	8, 561	15, 117	949

a School not yet opened.*b* For both departments.*c* Reported with deaf and dumb department. (See Table XVIII and summary.)*d* For two years.

TABLE XIX.—*Summary of statistics of schools for the blind*—Continued.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama.....	(a)	(a)	-----	-----	(a)
Arkansas.....	\$30,000	\$11,000	\$778	\$9,991	\$10,021
California.....	(a)	(a)	0	636,000	(a)
Colorado.....	-----	-----	-----	-----	-----
Georgia.....	80,000	13,500	125	10,250	9,802
Illinois.....	129,193	29,750	31,505	-----	29,670
Indiana.....	330,000	30,000	-----	32,800	31,405
Iowa.....	285,000	24,466	540	27,071	24,134
Kansas.....	30,000	10,240	0	10,240	10,200
Kentucky.....	90,000	19,920	-----	28,966	18,715
Louisiana.....	c1,000	10,000	857	8,046	7,958
Maryland.....	255,000	12,525	5,430	25,955	22,959
Massachusetts.....	299,654	30,000	16,670	66,123	65,440
Michigan.....	(a)	(a)	-----	-----	(a)
Minnesota.....	25,000	6,000	0	-----	-----
Mississippi.....	-----	-----	-----	-----	-----
Missouri.....	100,000	21,000	0	-----	-----
Nebraska.....	18,000	8,700	-----	8,700	3,836
New York.....	691,952	90,321	14,215	244,539	239,561
North Carolina.....	(a)	(a)	-----	-----	(a)
Ohio.....	500,000	-----	-----	-----	40,553
Oregon.....	c500	2,000	-----	2,000	2,000
Pennsylvania.....	200,000	43,500	6,033	63,844	57,690
South Carolina.....	-----	(a)	-----	-----	-----
Tennessee.....	88,400	14,500	9	14,511	15,641
Texas.....	40,000	19,080	0	19,080	18,769
Virginia.....	(a)	(a)	-----	636,282	(a)
West Virginia.....	(a)	(a)	(a)	-----	(a)
Wisconsin.....	155,000	18,500	-----	19,017	18,573
Total.....	3,348,699	415,002	76,162	663,415	626,927

a Reported with deaf and dumb department. (See Table XVIII and summary.)

b For both departments.

c Value of apparatus only.

TABLE XX.—*Summary of statistics of reform schools.*

States.	Number in each State.	Number of teachers, officers, and assistants.		Number committed during the year.	Number discharged during the year.	Present inmates.			
						Sex.		Race.	
		Male.	Female.			Male.	Female.	White.	Colored.
Connecticut.....	2	12	23	206	192	259	130	362	27
Illinois.....	4	15	41	193	173	337	320	488	24
Indiana.....	3	18	30	373	340	339	175	441	48
Iowa.....	2	9	13	86	59	140	65	184	21
Kentucky.....	1	12	8	101	101	168	35	169	34
Louisiana.....	1								
Maine.....	1	7	9	32	38	141	0	137	4
Maryland.....	3	30	9	204	239	438	22	252	208
Massachusetts.....	14	76	62	855	912	1,320	281	1,311	68
Michigan.....	3	38	13	2,438	2,352	1,131	141	2,366	226
Minnesota.....	1	3	5	43	39	101	8	98	3
Missouri.....	1	15	7	145	152	188	75	209	54
New Hampshire.....	1	5	5	40	33	93	15	108	.....
New Jersey.....	3	32	16	123	98	316	37	319	34
New York.....	10	151	104	2,851	2,708	3,178	1,190	4,057	106
Ohio.....	6	32	21	492	546	1,008	314	693	73
Oregon.....	1								
Pennsylvania.....	4	39	35	513	414	706	181	680	207
Rhode Island.....	1	9	12	119	126	191	40	208	23
Tennessee.....	1					6	11	17	.....
Texas.....	1								
Vermont.....	1	6	7	34	56	102	20	118	4
Wisconsin.....	2	22	24	168	112	534	36	560	10
District of Columbia.....	1	12	9	67	52	174			
Total.....	68	543	453	9,083	8,742	10,870	3,096	12,777	1,174

TABLE XX.—*Summary of statistics of reform schools—Continued.*

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institutions.	Total annual earnings of institutions.
	Nativity.			Number of volumes.	Increase in the last school year.		
	Native.	Foreign.					
Connecticut	118	12	3, 143	2, 275	37	\$21, 662	\$3, 000
Illinois	227	285	2, 257	1, 025	303	48, 000	23, 660
Indiana	145	5	2, 044	200	.....	38, 991	23, 355
Iowa	178	27	688	727	.....	17, 975	.....
Kentucky	189	14	1, 024	.....	.....	.....	.....
Louisiana .....	.....	.....	.....	.....	.....	.....	.....
Maine .....	.....	.....	1, 584	1, 400	.....	.....	.....
Maryland	451	9	3, 502	1, 850	.....	71, 751	8, 020
Massachusetts	1, 005	189	13, 443	7, 529	372	174, 226	14, 173
Michigan	1, 305	957	22, 269	4, 742	560	88, 958	85, 199
Minnesota	103	6	394	800	0	2, 500	4, 600
Missouri	135	10	4, 010	500	.....	34, 905	7, 696
New Hampshire	90	18	966	250	40	20, 000	4, 000
New Jersey	163	14	1, 212	212	.....	27, 638	12, 180
New York	2, 983	902	50, 196	8, 800	820	564, 132	64, 099
Ohio	564	143	7, 532	2, 000	300	169, 781	22, 387
Oregon .....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	678	45	16, 246	2, 730	494	120, 612	14, 221
Rhode Island	217	14	2, 846	2, 000	15	30, 663	4, 893
Tennessee	17	.....	179	20	.....	1, 360	1, 360
Texas .....	.....	.....	.....	.....	.....	.....	.....
Vermont	32	90	594	250	.....	21, 015	3, 605
Wisconsin	447	123	1, 713	900	.....	53, 290	10, 332
District of Columbia .....	.....	.....	552	400	385	25, 163	1, 356
Total	9, 047	2, 863	136, 694	38, 610	3, 326	1, 532, 622	313, 136

SPECIAL SCHOOLS.

The following information respecting the means of fitting boys for the navy and merchant marine has been compiled from official sources :

SCHOOLSHIP ST. MARY, NEW YORK.

[Lientenant Commander R. L. Pythian, United States Navy, commanding; 1879, Commander Henry Erben, United States Navy, commanding.]

During the summer of 1877 this schoolship made a voyage to Europe, touching at Lisbon and Madeira. She sailed from New York on the 15th of May, and returned to the waters of the United States on the 4th of August, having been fifty-six days actually at sea and under way. The number of boys on board during this voyage was 128, constituting the working crew of the vessel. From the 4th of August to the 25th of October, when the ship resumed her station in the East River, she was cruising in Long Island Sound. On the 15th of November, 1877, the regular annual examination was held on board by the officers of the ship, who had been the instructors of the pupils. Its general result was very satisfactory, the young men exhibiting every evidence of careful, systematic instruction in the ordinary duties of seamen, while the first or graduating class showed a very fair knowledge of the science of navigation and of the higher branches of study more particularly adapted to the practice of their vocation. The total number of pupils present for examination was 92, of whom 41 had completed the course of instruction. Of the first class the average age is 18 years, all of them fine looking neat lads in sound physical condition, sufficiently proving the satisfactory discipline and training of the school. For the boys of the graduating class places are to be found in ships sailing from the port of New York. At the previous examination 58 boys were graduated, of which number 41 went to sea before the mast, mostly in ships bound upon voyages to China and San Francisco. Reports from these boys, so far as received, are encouraging: a few of them are already serving as third mates and several are promised mates' positions at the termination of their present voyages.

During the winter months the ship lies moored to the dock in the East River, where the officers receive applications for admission to the school and are employed in instructing the boys in the elementary branches of a common school education as well as in their duties as seamen. About 20 per cent. of the boys applying for admission fail in passing the physical examination required.

SCHOOLSHIP JAMESTOWN,¹ CALIFORNIA.

[Lientenant Commander Henry Glass, United States Navy, commanding.]

To supply intelligent and trained young sailors for vessels leaving the port of San Francisco, acts were passed by the legislature of California and Congress, from 1874 to 1876, looking to the establishment of a training school on board ship in that harbor. Through the coöperation of the United States Government, which furnished the ship Jamestown for the purpose and detailed a naval officer to command her, such a school has been instituted, under the special direction of a committee of the supervisors of the city and county of San Francisco, with an allowance of \$25,000 annually for its support. Two hundred boys, of fourteen to eighteen years of age, are admitted to its privileges, 100 from the city and county of San Francisco and 100 from the other counties of the State. They must be in good health, must evince an aptitude or inclination for sea life, must have the written consent of their parents or guardians for their entrance into it, and must, on entering, sign an agreement to serve at least two years on the training ship or such other vessel as they may be sent to for service after any semiannual examination. Once entered, they receive instruction in the common branches of an English education and in all that relates to practical seamanship. At

¹ Discontinued, 1879.

the close of their two years' course, if not sooner provided with employment, they are to receive certificates showing their character and proficiency in nautical matters, which certificate, it is believed, will insure employment in first class vessels trading with the port.

Lieutenant Commander Henry Glass, in a letter of April 27, 1878, says:

The Jamestown was put by the Government at the service of the State of California under the provisions of an act of Congress intended to promote education and training in the duties of sea life, and has now been in service two years. The course of instruction pursued has for its primary object to make sailors for our merchant vessels, but we endeavor to give the boys on board such an amount of drill and instruction in the use of arms as will make boys who leave the vessel useful on board men of war should they be required at any time. At the same time systematic instruction is given in certain English branches, such as reading, writing, mathematics, and elementary navigation, geography, and history of the United States. The course in these studies is as thorough as the time which boys are on board will allow, this being on an average about one year, as boys are sent to sea on other vessels after any cruise at sea if they can pass the necessary examination in seamanship and have a good conduct record.

During the year ending June 30, 1877, the number and daily attendance of pupils was as follows: Daily attendance, 85; total number admitted, 207; sent to sea, 63; furnished other employments, 45; deserted, 3; discharged, 6; on leave, sick, 4; died on board, 1.

UNITED STATES TRAINING SHIPS MINNESOTA, AT NEW YORK; SARATOGA, AT WASHINGTON; PORTSMOUTH, AT NORFOLK.

The school of instruction is divided as follows: Department of seamanship, department of gunnery, department of machinery, and department of studies.

The department of studies embraces reading, writing, spelling, arithmetic, grammar, geography, history, moral and religious instruction, and singing. One hour and a half is the time allotted for study on Monday, Tuesday, Thursday, and Friday of each week, with one hour on Sunday. The boys are encouraged to study and improve themselves when bad weather or other causes interrupt the regular course, and at all times when not employed in practical instruction, and every reasonable facility is afforded for this purpose. The schoolmasters are selected by the commanding officer and enlisted in accordance with the regulations of the Navy; one is allowed for the instruction of every fifty boys. There are on the training and cruising ships one thousand boys.

Text books.—Young Seaman's Manual; Gunnery Catechism; Practical Arithmetic, Quackenbos; Cornell's Intermediate Geography, latest edition; Harper's School History of the United States; Webster's Academic Dictionary; writing books, Lamson's, Nos. 5 and 6, and such other manuals as may be authorized by the Bureau of Equipment and Recruiting.

CXXXIV REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XXI.—*Summary of statistics of orphan asylums, soldiers' orphans' homes, infant asylums, industrial schools, and miscellaneous charities.*

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 1.—Orphan asylums.										
Alabama.....	3	16	250	126	49	77	250	.....	\$7,625	\$6,510
California.....	6	68	4,519	1,001	547	454	1,404	55	113,472	88,615
Connecticut.....	4	39	2,328	398	224	174	1,500	150	34,800	34,500
Georgia.....	6	25	278	230	156	74	930	58	15,519	15,147
Illinois.....	6	33	3,308	557	302	255	362	1	20,782	22,871
Indiana.....	6	61	2,991	447	338	109	430	40	12,906	19,923
Iowa.....	1	5	140	25	13	12	75	.....	2,106	2,147
Kansas.....	1	6	325	18	9	9	.....	.....	.....	.....
Kentucky.....	12	57	2,512	575	256	319	1,883	58	36,350	32,045
Louisiana.....	8	97	6,032	856	558	298	512	12	27,685	40,681
Maine.....	3	18	706	70	11	59	200	.....	8,000	7,389
Maryland.....	10	58	1,146	701	262	439	965	15	27,730	36,021
Massachusetts.....	14	125	18,967	1,074	522	552	1,669	120	89,143	96,594
Michigan.....	4	36	3,020	230	78	152	.....	.....	3,344	3,989
Minnesota.....	3	10	303	46	18	28	.....	6	1,600	1,600
Mississippi.....	2	17	251	47	47	.....	360	10	10,648	10,061
Missouri.....	8	143	8,348	1,265	503	762	504	25	26,464	24,464
Nevada.....	1	5	220	69	45	24	350	0	.....	12,000
New Hampshire.....	2	9	255	69	30	39	650	.....	4,200	3,100
New Jersey.....	8	53	4,027	642	265	377	1,046	12	26,911	20,465
New York.....	55	590	40,309	7,513	4,172	3,341	13,215	881	674,209	653,855
North Carolina.....	1	7	430	130	56	74	200	.....	8,944	8,865
Ohio.....	21	198	11,776	1,940	1,116	824	2,575	135	116,477	109,175
Pennsylvania.....	27	249	17,201	2,923	2,101	822	15,988	289	794,533	485,131
Rhode Island.....	6	28	1,809	365	189	176	300	60	29,000	23,784
South Carolina.....	6	40	4,032	333	175	158	2,790	154	21,601	32,334
Tennessee.....	4	13	1,778	132	44	88	158	.....	1,900	3,100
Vermont.....	2	17	1,728	174	146	28	442	.....	4,000	4,000
Virginia.....	6	16	968	182	26	156	479	6	6,300	10,109
West Virginia.....	1	4	.....	52	0	52	.....	.....	5,119	6,205
Wisconsin.....	4	37	2,068	399	197	202	485	20	31,929	22,848
District of Columbia..	4	31	756	394	182	212	750	15	19,891	19,891
Indian Territory.....	1	8	231	146	74	72	.....	.....	.....	13,000
Total.....	246	2,119	143,012	23,129	12,711	10,418	50,472	2,122	2,183,208	1,875,419
PART 2.—Soldiers' orphans' homes.										
Illinois.....	1	36	1,268	290	153	137	1,505	250	36,265	46,667
Indiana.....	1	24	693	203	125	78	.....	.....	34,000	34,000
Iowa.....	1	20	1,300	133	70	63	1,200	0	.....	.....
Ohio.....	1	94	1,595	587	362	225	867	.....	.....	90,679
Pennsylvania.....	13	210	7,782	2,330	1,437	893	7,230	395	197,234	174,350
Total.....	17	384	12,638	3,543	2,147	1,396	10,802	645	267,499	345,696

TABLE XXI.—*Summary of statistics of orphan asylums, &c.*—Continued.

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 3.— <i>Infant asylums.</i>										
California	1	5	.....	.....	.....	.....	.....	.....	.....	\$2,500
Connecticut	1	2	.....	.....	.....	.....	.....	.....	.....	1,014
Illinois	1	4	2,500	51	22	29	.....	.....	\$4,500	4,500
Maryland	1	9	.....	125	59	66	.....	.....	.....	.....
Massachusetts	1	.....	.....	108	63	45	.....	.....	18,701	17,541
Michigan	1	11	1,430	50	20	30	.....	.....	.....	.....
New York	5	105	32,480	2,409	1,104	1,305	140	.....	408,860	423,705
Pennsylvania	4	24	.....	269	153	116	.....	.....	7,066	8,549
Rhode Island	1	5	.....	16	9	7	.....	.....	.....	.....
District of Columbia ..	1	10	.....	67	45	22	.....	.....	.....	.....
Total	17	175	36,410	3,095	1,475	1,620	140	.....	439,127	457,809
PART 4.— <i>Industrial schools.</i>										
California	1	20	2,612	232	158	74	1,000	200	54,000	54,000
Connecticut	1	2	.....	15	.....	15	60	0	.....	4,422
Georgia	1	3	151	11	2	9	30	5	4,519	1,410
Illinois	4	30	480	254	26	228	253	.....	1,879	1,277
Indiana	1	20	.....	90	20	70	.....	.....	.....	30
Kentucky	1	17	.....	70	0	70	.....	.....	.....	.....
Maine	2	11	99	71	.....	71	.....	.....	5,684	4,603
Maryland	2	16	1,529	454	414	40	900	8	.....	.....
Massachusetts	4	4	205	78	.....	78	.....	.....	7,500	8,000
Michigan	1	2	.....	104	65	39	.....	.....	.....	1,200
Minnesota	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	3	6	a8	b967	.....	67	2,100	230	3,479	5,000
New York	15	243	28,526	c28,074	19,329	8,535	4,969	66	338,160	338,009
Ohio	5	22	1,490	179	60	119	100	.....	9,529	9,924
Pennsylvania	5	28	1,400	152	.....	152	.....	.....	2,200	2,600
Tennessee	1	2	66	.....	.....	.....	150	20	807	993
District of Columbia ..	2	4	.....	66	42	24	250	75	7,091	6,819
Total	50	430	36,566	d30,817	20,116	9,591	9,812	604	434,848	438,292
PART 5.— <i>Miscellaneous charities.</i>										
California	2	12	800	275	166	109	230	.....	15,108	15,040
Connecticut	1	2	680	36	.....	36	150	0	3,398	2,500
Georgia	1	.....	300	40	0	40	0	.....	1,200	1,200
Illinois	2	24	.....	e2,107	69	.....	.....	.....	13,578	28,183
Indiana	2	4	1,784	54	.....	54	.....	.....	1,200	1,200
Kansas	1	4	1,496	.....	.....	.....	225	75	4,015	3,364
Maryland	4	62	1,854	374	136	238	970	.....	26,894	33,376

a Only 1 institution reporting.

b Sex of 900 not reported.

c Sex of 210 not reported.

d Sex of 1,110 not reported.

e Sex of 2,038 not reported.

CXXXVI REPORT OF THE COMMISSIONER OF EDUCATION.

TABLE XXI.—*Summary of statistics of orphan asylums, &c.—Continued.*

States and Territories.	Number in each State.	Number of officers, teachers, and assistants.	Total number of inmates since foundation.	Present inmates.			Libraries.		Income.	Expenditure.
				Total.	Male.	Female.	Number of volumes.	Increase in the last school year.		
PART 5.— <i>Miscellaneous charities—Cont.</i>										
Massachusetts	5	20	6,090	200	144	56	1,045	50	\$17,370	\$32,934
Michigan	4	39	1,252	350	275	75	773	162	38,241	37,667
Missouri.....	2	40	3,505	.....	.....	.....	.....	.....	3,772	.....
New Jersey.....	1	5	248	60	39	21	.....	.....	.....	.....
New York	21	292	90,321	2,099	1,392	707	4,775	330	366,993	370,423
North Carolina	1	2	15	60	29	31	185	.....	1,200	1,100
Ohio.....	1	9	3,000	61	35	26	150	.....	10,000	10,000
Pennsylvania	8	36	6,873	674	90	584	1,200	.....	33,275	33,619
South Carolina.....	1	9	600	85	85	.....	250	.....	15,000	15,600
Tennessee	1	16	2,000	.....	.....	.....	.....	.....	500	500
Wisconsin	1	4	404	23	7	16	.....	.....	.....	.....
Total	59	580	121,132	26,498	2,467	1,993	9,953	617	551,744	586,711
Total, Part 1.....	246	2,119	143,012	23,129	12,711	10,418	50,472	2,122	2,183,208	1,875,419
Total, Part 2.....	17	334	12,638	3,543	2,147	1,396	10,802	645	267,499	345,696
Total, Part 3.....	17	175	36,410	3,095	1,475	1,620	140	.....	439,127	457,809
Total, Part 4.....	50	430	36,566	630,817	20,116	9,591	9,812	604	434,848	438,292
Total, Part 5.....	59	580	121,132	26,498	2,467	1,993	9,953	617	551,744	586,711
Grand total.....	389	3,688	349,758	667,082	38,916	25,018	81,179	3,988	3,876,426	3,703,927

a Sex of 2,038 not reported.*b* Sex not reported in all cases

TABLE XXII.—*Statistical summary of benefactions for 1878, by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.	Institutions for the superior instruction of women.	Preparatory schools.	Institutions for secondary instruction.	Institutions for the deaf and dumb.
Alabama	\$8,000	.....	.....	.....	.....	.....	.....	.....	\$8,000	.....
Arkansas	3,000	.....	.....	.....	.....	.....	.....	.....	3,000	.....
California	230,132	\$125,000	.....	.....	\$100,000	.....	.....	.....	5,132	.....
Colorado	5,000	5,000	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	307,390	189,590	.....	\$90,000	.....	.....	.....	\$2,800	25,000	.....
Delaware	5,000	.....	.....	.....	.....	.....	\$5,000	.....	.....	.....
Florida	3,800	.....	.....	.....	.....	.....	.....	.....	3,800	.....
Georgia	52,485	50,000	.....	.....	.....	.....	.....	.....	2,485	.....
Illinois	112,707	58,970	.....	39,160	.....	\$4,000	10,000	.....	577	.....
Indiana	21,500	21,500	.....	.....	.....	.....	.....	.....	.....	.....
Iowa	23,800	14,100	.....	.....	.....	.....	.....	.....	9,700	.....
Kansas	1,600	1,600	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	99,810	23,750	.....	46,000	.....	.....	13,300	.....	16,260	\$500
Louisiana	60	.....	.....	.....	.....	.....	.....	.....	60	.....
Maine	18,310	10,500	\$310	5,000	.....	.....	.....	.....	2,500	.....
Maryland	28,400	22,400	.....	.....	.....	.....	.....	6,000	.....	.....
Massachusetts	1,091,974	238,532	4,500	109,250	.....	.....	181,000	1,442	557,250	.....
Michigan	27,700	27,700	.....	.....	.....	.....	.....	.....	.....	.....
Minnesota	6,346	756	.....	.....	.....	.....	.....	.....	5,450	140
Mississippi	5,150	.....	.....	3,000	.....	.....	2,150	.....	.....	.....
Missouri	29,380	19,180	325	.....	.....	.....	500	.....	9,375	.....
Nebraska	12,000	12,000	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	66,925	35,000	.....	.....	.....	.....	500	28,175	3,250	.....
New Jersey	44,275	.....	.....	13,075	.....	.....	.....	30,000	1,200	.....
New York	196,976	118,727	.....	12,700	.....	14,562	.....	1,274	25,750	23,963
North Carolina	18,400	17,900	.....	.....	.....	.....	.....	.....	500	.....
Ohio	165,993	64,295	.....	17,278	.....	.....	21,270	27,000	24,150	12,000
Oregon	2,000	2,000	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	199,043	161,880	10,000	11,213	.....	.....	1,100	50	4,800	10,000
Rhode Island	9,774	9,774	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	18,749	9,172	.....	7,176	.....	.....	.....	.....	2,401	.....
Tennessee	75,715	36,981	.....	35,000	.....	.....	.....	.....	3,734	.....
Texas	22,525	16,000	.....	.....	.....	.....	.....	.....	6,525	.....
Vermont	26,050	10,000	.....	.....	.....	.....	7,000	.....	9,050	.....
Virginia	105,183	62,000	34,145	9,000	.....	.....	.....	.....	38	.....
Wisconsin	45,876	22,165	.....	.....	.....	.....	.....	450	20,730	2,531
Dist. of Columbia	3,161	3,161	.....	.....	.....	.....	.....	.....	.....	.....
Utah	8,930	.....	.....	.....	.....	.....	.....	.....	8,930	.....
Washington	170	.....	.....	.....	.....	.....	.....	.....	170	.....
Total	3,103,289	1,389,633	49,280	397,852	100,000	18,562	241,820	97,191	759,817	49,134

TABLE XXII.—*Statistical summary of benefactions to institutions of various kinds for 1878—Continued.*

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Objects not specified.
Universities and colleges.	\$1,389,633	\$715,892	\$167,900	\$84,865	\$43,300	\$24,791	\$156,560	\$196,325
Schools of science.....	49,280	23,057	3,235	.....	.....	12,988	10,000	.....
Schools of theology	397,852	168,468	95,200	52,000	18,125	35,000	.....	29,059
Schools of law	100,000	100,000	.....	.....	.....	.....	.....	.....
Schools of medicine.....	18,562	13,662	4,900	.....	.....	.....	.....	.....
Institutions for the superior instruction of women.	241,820	33,500	150,950	.....	21,000	2,270	20,000	14,100
Preparatory schools	97,191	68,942	15,475	.....	13,000	.....	50	1,724
Institutions for secondary instruction.	759,817	619,333	67,060	.....	14,248	14,235	3,350	41,591
Institutions for the deaf and dumb.	49,134	12,040	100	.....	10,000	.....	500	26,494
Total	3,103,289	1,752,894	504,820	136,865	119,673	89,284	190,460	309,293

TABLE XXIII.—*Summary of the number of educational publications.*

Number of firms in—		Number of books on—	
California	2	Archæology, fine arts, and music	36
Connecticut	1	Bibliography and literature.....	58
Illinois	5	Dictionaries and encyclopædias.....	8
Iowa	1	Education	59
Kentucky	2	General science.....	33
Maine	1	Geography	5
Maryland	1	History	53
Massachusetts	24	Language	45
Michigan	2	Law	23
Missouri	3	Mathematics	31
New York	67	Mechanics and physics.....	28
Ohio	8	Medicine and surgery.....	36
Pennsylvania.....	14	Natural history.....	26
Wisconsin.....	1	Philosophy and logic.....	7
District of Columbia	2	Political and social science.....	17
Total	134	Theology	37
		Total	502

TABLE XXIV.—*Summary of patents for improvements in school furniture.*

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

From California	3	From New Jersey	2
Connecticut	4	New York	14
Illinois	7	North Carolina	1
Indiana	5	Ohio	7
Kansas	2	Pennsylvania	8
Kentucky	1	Tennessee	1
Maine	1	Virginia	3
Maryland	1	West Virginia	2
Massachusetts	8	Wisconsin	3
Michigan	1	District of Columbia	2
Minnesota	1	Foreign	6
Missouri	2		
New Hampshire	1	Total	86
Improvements in—		Educational and advertising card	1
Adding machine	6	Educational appliances	1
Adding register for pencils	1	Folding blackboard	1
Adding stick	1	Fountain penholder	1
Alphabet block	1	Fountain penpoint	1
Apparatus for teaching history	1	Heating apparatus for buildings	1
Arithmetical block	1	Indexing apparatus	1
Artificial slate pencil	1	Inking pad	1
Blackboard	2	Inkstand	6
Blackboard attachment	1	Inkwell	1
Blackboard compasses	1	Musical transposing board	1
Blank book	1	Numbering machine	2
Blotter	1	Object glass for microscope	1
Blotter and moistener combined	1	Obtaining arithmetical results	1
Book and cover	1	Parallel ruler	1
Calendar inkstand	2	Pen	1
Cancelling and writing ink	1	Pen and pencil clasp	1
Chart for key board musical instruments	1	Pencil	2
Combined pencil sharpener and eraser	1	Pencil clasp	2
Composition for crayons	1	Pencil holder	4
Copy book	1	Pen holder	3
Crayon	1	Quadrant parallel section line ruler	1
Detachable book cover	1	Rule for making straight and circular lines	1
Desk slate holder	1	Ruling attachment for pen holders	1
Device for calculating percentage	1	Ruling pen	1
Device for indicating and automatically regulating the temperature of apart- ments	1	Satchel desk	1
Device for teaching involution and evolution	1	School desk	8
Device for teaching music	1	Soluble ink pen	1
Drafting pencil	1	System of ventilation	1
Drawing pen	1	Writing ink	1
		Total	86

EDUCATION IN FOREIGN COUNTRIES.

I.—EUROPE.

AUSTRIA-HUNGARY.—*a.* AUSTRIA, constitutional monarchy: Area, 108,234 square miles; estimated population in 1877, 21,752,000. Capital, Vienna; population, 1,020,770. Minister of public instruction, Dr. von Stremayr.

The Austro-Hungarian monarchy forms a bipartite state, consisting of Austria proper and Hungary, each of which controls its own educational affairs.

The present organization of the public schools is due to the law of May 14, 1869. This law gave Austria what is called the "neue Schule," the new or modern school. The law makes education compulsory from the sixth to the fourteenth year and prescribes the following branches: reading, writing, arithmetic, a sound knowledge of the native tongue, history of Austria, geography, elementary geometry, drawing, singing, and gymnastic exercises. In addition to the above named subjects of instruction every child receives religious instruction in the creed of his parents.

Frequent objections have been raised against the law of 1869, which makes education obligatory for eight years. A large number of people in the rural districts desire to have this number reduced to six.

According to a publication entitled *Oesterreichisches Volks- und Mittelschulwesen in der Periode von 1867-1877* (Austrian elementary and secondary schools in the period from 1867 to 1877), by Dr. A. Egger-Möllwald, Vienna, 1878, Austria had in 1875 15,166 elementary schools with 31,196 teachers and 2,134,683 pupils. The school population (6 to 14 years) was, in the same year, 3,122,863. For secondary schools there were, in 1876-'77, 78 *Gymnasien*, with 1,652 teachers and 24,810 pupils; 13 *Progymnasien*, with 134 teachers and 1,518 pupils; 23 *Realgymnasien* (without the higher classes), with 241 teachers and 2,934 pupils; 27 *Realgymnasien* (with the higher classes of a *Gymnasium*), with 511 teachers and 6,444 pupils; 7 *Realgymnasien* (with the higher classes of a *Gymnasium* and a *Realschule*), with 174 teachers and 2,466 pupils; 3 *Realgymnasien* (with the higher classes of a *Realschule*), with 44 teachers and 386 pupils; 58 *Realschulen* of the first rank, with 1,220 teachers and 18,679 pupils, and 20 *Realschulen* of the second rank, with 207 teachers and 2,473 pupils.

For the training of teachers there were 41 male seminaries, with 590 teachers and 8,195 pupils, and 26 female seminaries, with 329 teachers and 3,528 pupils.

Superior education is supplied by seven universities situated at Vienna, Prague, Gratz, Innsbruck, Cracow, Czernowitz, and Lemberg. These universities have 811 professors and 9,142 students.

Special schools are very numerous in Austria. There are 47 schools of theology, 1 high school of agriculture, 1 academy of fine arts, and an academy of drawing. The statistics of the foregoing higher special schools have not been received by this Office, but Dr. Egger gives in his work above referred to the following data concerning lower special schools: There were, in 1875-'76, 57 commercial schools (*Handels-Lehranstalten*), with 332 teachers and 6,005 pupils; 185 industrial and drawing schools (*Gewerbe- und Zeichenschulen*), with 782 teachers and 18,440 pupils; 155 art and music schools, with 479 teachers and 8,509 pupils; 76 schools of agriculture and forestry, with 429 teachers and 2,055 pupils; and 6 mining schools, with 16 teachers and 124 pupils.

Courses of study in Austrian schools.—The following tables give the courses of study in the various schools of Austria and comparative statistics for the period of ten years, 1866 to 1876 :

Course of study of an ungraded school with three divisions.

Branches of instruction.	First division.	Second division.	Third division.
	First school year.	Second, third, and fourth school years.	Fifth, sixth, seventh, and eighth school years.
	<i>Hours a week.</i>	<i>Hours a week.</i>	<i>Hours a week.</i>
Religious instruction.....	2	2	2
Mother tongue	12	10	10
Arithmetic	4	4	4
Natural history	}	2	2
Geography and history.....			2
Writing.....			2
Drawing and elementary geography.....		2	a3
Singing	b1	b1	b1
Gymnastics		2	2
Total number of hours a week	19	25	28

a For girls, 1 hour.

b In half-hour lessons.

Besides the above branches, girls receive instruction in needlework.

Course of study of a graded elementary school for boys with eight classes.

Branches of instruction.	First class. First school year.	Second class. Second school year.	Third class. Third school year.	Fourth class. Fourth school year.	Fifth class. Fifth school year.	Sixth class. Sixth school year.	Seventh class. Seventh school year.	Eighth class. Eighth school year.
	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>
Religion	1	1	2	2	2	1	1	1
Mother tongue.....	12	10	9	9	6	4	4	3
Geography and history.....			1	2	3	3	3	3
Natural history.....			1	1	3	4	4	5
Arithmetic	a3	4	4	4	4	4	4	4
Geometry and geometrical drawing.....					1	3	3	3
Freehand drawing		a1	a1	2	2	4	4	6
Writing.....		2	2	2	2	1	1	
Singing	a1	a1	a1	a1	a1	1	1	1
Gymnastics.....	a1	a1	2	2	2	2	2	2
Total number of hours a week	18	20	23	25	26	27	27	28

a In half-hour lessons.

Course of study of a graded elementary school for girls with eight classes.

Branches of instruction.	First class. First school year.	Second class. Second school year.	Third class. Third school year.	Fourth class. Fourth school year.	Fifth class. Fifth school year.	Sixth class. Sixth school year.	Seventh class. Seventh school year.	Eighth class. Eighth school year.
	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.
Religion	1	1	2	2	2	1	1	1
Mother tongue.....	12	10	9	8	5	4	4	4
Geography and history.....			1	2	3	3	3	3
Natural history			1	1	3	4	4	4
Arithmetic	a3	4	3	3	3	3	3	3
Geometry (elements)					1	1	1	
Freehand drawing		a1	a1	2	2	3	3	3
Writing		2	2	2	1	1	1	
Singing	a1	a1	a1	a1	a1	1	1	1
Gymnastics.....	a1	a1	2	2	2	1	1	1
Needlework			3	3	3	4	4	6
Total number of hours a week.	18	20	25	26	26	26	26	26

a In half-hour lessons.

Course of study of a male teachers' seminary.

Branches of instruction.	First year.	Second year.	Third year.	Fourth year.
	Hours.	Hours.	Hours.	Hours.
Religion	2	2	1	1
Pedagogy, with practical exercises and conferences.....		3	5	9
Mother tongue.....	4	4	4	4
Geography	2	2	2	1
History and constitution	2	2	2	2
Mathematics and geometrical drawing.....	5	4	3	2
Natural history	4	4	5	3
Agriculture.....			2	2
Writing.....	1			
Freehand drawing	2	2	2	1
Violin	2	2	2	2
Singing	2	2	1	1
Gymnastics.....	2	2	1	1
Number of hours a week.....	28	29	30	29

Course of study of a female teachers' seminary.

Branches of instruction.	First year.	Second year.	Third year.	Fourth year.
	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>
Religion	2	2	1	1
Pedagogy, with practical exercises and conferences		3	5	9
Mother tongue.....	4	4	4	4
Geography.....	2	2	2	1
History.....	2	2	2	1
Arithmetic and geometry	4	3	2	1
Natural history	4	4	5	3
Writing	1			
Freehand drawing	2	2	2	1
Singing	2	2	2	2
Needlework	2	2	2	2
Gymnastics.....	2	2	1	1
Number of hours a week.....	27	28	28	26

Obligatory course of study of Realgymnasien, Progymnasien, and Realschulen of the second rank.

Branches of instruction.	Realgymnasien.							
	First class.	Second class.	Third class.		Fourth class.		Total.	
			Gymnasien.	Realschulen.	Gymnasien.	Realschulen.	Gymnasien.	Realschulen.
	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>	<i>Hours.</i>
Religion	2	2	2	2	2	2	8	8
German.....	3	3	3	3	3	3	12	12
Latin	8	8	6	6	6	6	28	28
Greek			4		4		8	
French				3		3		6
History.....		2	1	1	2	2	5	5
Mathematics	3	3	3	3	3	3	12	12
Geography.....	3	2	2	2	2	2	9	9
Natural history.....	3	3					6	6
Physics.....			3	3	1½	1½	4½	4½
Chemistry					1½	1½	1½	1½
Geometrical drawing	}	3	2	4	2	4	10	14
Freehand drawing								
Total	25	26	26	27	27	28	104	106

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Obligatory course of study of Realgymnasien, Progymnasien, and Realschulen of the second rank—Continued.

Branches of instruction.	Progymnasien.					Realschulen of the second rank.				
	First class.	Second class.	Third class.	Fourth class.	Total.	First class.	Second class.	Third class.	Fourth class.	Total.
	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.
Religion	2	2	2	2	8	2	2	2	2	8
German	4	4	3	3	14	4	4	4	3	15
Latin	8	8	6	6	28					
Greek			5	4	9					
French						5	4	4	3	16
History		2	1	2	5		2	2	2	6
Mathematics	3	3	3	3	12	3	3	3	4	13
Geography	3	2	2	2	9	3	2	2	2	9
Natural history	2	2	1		5	3	3			6
Physics			1	3	4			4	2	6
Chemistry									3	3
Geometrical drawing						6	3	3	3	15
Freehand drawing							4	4	4	12
Total	22	23	24	25	94	26	27	28	28	109

Course of a Realschule of the first rank.

Branches of instruction.	First class.	Second class.	Third class.	Fourth class.	Fifth class.	Sixth class.	Seventh class.	Total.
	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.	Hours.
Religion	2	2	2	2				8
German language and literature...	4	4	4	3	3	3	3	24
French	5	4	4	3	3	2	2	23
English					3	2	2	7
Geography	3	2	2	2				9
History and elements of Austrian constitution.		2	2	2	3	3	3	15
Mathematics	3	3	3	4	6	5	5	29
Geometrical drawing and descriptive geometry.	6	3	3	3	3	3	3	24
Natural history	3	3			3	2	3	14
Physics			4	2		4	4	14
Chemistry				3	3	3	2	11
Freehand drawing		4	4	4	4	4	4	24
Penmanship	1	1						2
Total hours a week	27	28	28	28	31	31	31	204

Statistics of Gymnasien and Progymnasien in 1866-'67 and 1876-'77.

Provinces.	1866-'67.				1876-'77.			
	Number.	Teachers.	Pupils.	Graduates.	Number.	Teachers.	Pupils.	Graduates.
<i>a. Gymnasien in:</i>								
Lower Austria.....	8	168	3,105	290	9	218	3,021	181
Upper Austria.....	3	62	874	67	2	44	589	41
Salzburg.....	1	22	375	37	1	21	183	19
Styria.....	3	66	1,265	149	4	74	1,075	95
Carinthia.....	1	19	427	37	1	17	256	19
Carniola.....	2	37	791	73	1	23	421	32
Trieste.....	2	32	460	33	2	33	338	21
Goritz and Gradisca.....	1	23	371	13	1	21	275	17
Istria.....	1	17	170	17	2	31	207	14
Tyrol.....	7	116	1,614	143	7	123	1,452	138
Vorarlberg.....	1	19	355	12				
Bohemia.....	18	315	7,013	696	19	360	5,665	402
Moravia.....	6	122	2,778	161	7	157	3,000	204
Silesia.....	3	59	1,032	82	3	66	850	34
Galicia.....	14	259	6,399	455	14	361	6,186	456
Bukowina.....	2	43	779	56	2	47	808	62
Dalmatia.....	4	52	565	30	3	51	434	48
Total.....	77	1,431	23,423	2,351	78	1,652	24,810	1,793
<i>b. Progymnasien in:</i>								
Lower Austria.....	1	8	80					
Carinthia.....	1	10	51		1	11	57	
Carniola.....	1	7	83		1	10	53	
Istria.....	2	10	76					
Bohemia.....	7	45	721		3	24	282	
Moravia.....	3	22	270		3	40	453	
Galicia.....	4	25	534		3	29	478	
Bukowina.....					1	11	123	
Dalmatia.....					1	9	72	
Total.....	19	127	1,815		13	134	1,518	
Grand total.....	96	1,558	30,238	2,351	91	1,786	26,328	1,793

Statistics of Realgymnasien in 1866-'67 and 1876-'77.

Provinces.	1866-'67..				1876-'77.			
	Number.	Teachers.	Pupils.	Graduates.	Number.	Teachers.	Pupils.	Graduates.
<i>a. Realgymnasien without the higher classes in :</i>								
Lower Austria.....	5	53	556	.....	4	47	499	.....
Styria.....	1	9	55	.....	1	9	113	.....
Carniola.....	.....	.....	.....	.....	1	9	69	.....
Bohemia.....	2	13	224	.....	10	108	1,440	.....
Moravia.....	1	9	152	.....	6	58	742	.....
Silesia.....	.....	.....	.....	.....	1	10	71	.....
Total.....	9	84	987	.....	23	241	2,934	.....
<i>b. Realgymnasien with the higher classes of a Gymnasium in :</i>								
Lower Austria.....	.....	.....	.....	.....	6	145	1,902	81
Upper Austria.....	.....	.....	.....	.....	2	31	247	12
Carniola.....	.....	.....	.....	.....	1	15	114	4
Carinthia.....	.....	.....	.....	.....	1	16	150	.....
Bohemia.....	1	23	451	16	8	135	1,961	64
Moravia.....	.....	.....	.....	.....	3	63	830	34
Silesia.....	.....	.....	.....	.....	1	12	122	.....
Galicia.....	.....	.....	.....	.....	4	78	1,002	54
Dalmatia.....	.....	.....	.....	.....	1	16	116	7
Total.....	1	23	451	16	27	511	6,444	256
<i>c. Realgymnasien with the higher classes of a Gymnasium and a Realschule in :</i>								
Vorarlberg.....	.....	.....	.....	.....	1	21	136	4
Bohemia.....	.....	.....	.....	.....	5	127	1,952	36
Moravia.....	.....	.....	.....	.....	1	26	378	.....
Total.....	.....	.....	.....	.....	7	174	2,466	40
<i>d. Realgymnasien with the higher classes of a Realschule in :</i>								
Lower Austria.....	.....	.....	.....	.....	1	16	148	.....
Styria.....	.....	.....	.....	.....	1	14	110	.....
Bohemia.....	.....	.....	.....	.....	1	14	123	.....
Total.....	.....	.....	.....	.....	3	44	386	.....
Grand total.....	10	107	1,438	16	60	970	12,230	296

Statistics of Realschulen in 1866-'67 and 1876-'77.

Provinces.	1866-'67.				1876-'77.			
	Number.	Teachers.	Pupils.	Graduates.	Number.	Teachers.	Pupils.	Graduates.
<i>a. Realschulen of the first rank in :</i>								
Lower Austria.....	10	187	2,518	.....	9	237	3,169	179
Upper Austria.....	1	16	233	.....	2	36	436	24
Salzburg.....	1	15	192	.....	1	22	222	15
Styria.....	1	23	372	.....	3	50	652	44
Carinthia.....	1	20	184	.....	1	18	242	24
Carniola.....	1	17	210	.....	1	23	336	23
Trieste.....	.....	.....	.....	.....	2	38	657	22
Goritz and Gradisca.....	1	13	177	.....	1	19	197	7
Istria.....	.....	.....	.....	.....	1	13	108	5
Tyrol and Vorarlberg.....	1	15	144	.....	2	32	388	26
Bohemia.....	11	177	3,455	.....	15	286	5,613	373
Moravia.....	3	55	1,424	.....	9	178	3,212	184
Silesia.....	1	19	436	.....	4	83	1,099	56
Galicia.....	1	21	382	.....	5	146	1,849	174
Bukowina.....	1	16	293	.....	1	25	390	49
Dalmatia.....	1	12	111	.....	1	14	109	13
Total.....	35	606	10,151	.....	58	1,220	18,679	1,218
<i>b. Realschulen of the second rank in :</i>								
Lower Austria.....	1	8	45	.....	5	67	935	.....
Upper Austria.....	1	10	77	.....	.....	.....	.....	.....
Trieste.....	1	10	239	.....	.....	.....	.....	.....
Istria.....	.....	.....	.....	.....	1	10	46	.....
Tyrol.....	1	7	49	.....	3	24	160	.....
Vorarlberg.....	1	6	44	.....	.....	.....	.....	.....
Bohemia.....	1	7	60	.....	3	32	590	.....
Moravia.....	2	17	222	.....	5	44	523	.....
Galicia.....	4	38	319	.....	1	12	87	.....
Bukowina.....	.....	.....	.....	.....	1	9	76	.....
Dalmatia.....	1	7	33	1	9	56
Total.....	13	110	1,088	20	207	2,473
Grand total.....	48	716	11,239	78	1,427	21,152	1,218

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Statistics of teachers' seminaries in 1872 and 1876-'77.

Provinces.	1872.				1876-'77.			
	Number.	Teachers.	Pupils.	Graduates.	Number.	Teachers.	Pupils.	Graduates.
<i>a. Male teachers' seminaries in :</i>								
Lower Austria.....	3	23	150	40	4	52	691	47
Upper Austria.....	1	14	65	10	1	14	223	12
Salzburg.....	1	11	53	11	1	14	134	16
Styria.....	2	21	120	21	2	27	432	33
Carinthia.....	1	15	88	8	1	15	261	53
Carniola.....	1	7	39	6	1	10	105	.....
Coast land.....	3	25	53	16	1	15	139	18
Tyrol.....	3	22	111	32	3	27	264	36
Vorarlberg.....	1	8	31	9	1	12	63	8
Bohemia.....	10	83	571	132	11	155	2,765	328
Moravia.....	3	31	208	81	4	79	1,344	216
Silesia.....	3	40	144	37	3	52	853	112
Galicia.....	6	57	290	23	6	89	709	63
Bukowina.....	1	10	22	.....	1	18	137	10
Dalmatia.....	1	9	33	5	1	11	75	17
Total.....	40	381	1,978	436	41	590	8,195	969
<i>b. Female teachers' seminaries in :</i>								
Lower Austria.....	2	25	206	37	5	66	677	106
Upper Austria.....	1	9	40	.....	1	8	138	34
Styria.....	1	13	91	9	2	21	175	44
Carinthia.....	1	16	75	.....	1	7	89	19
Carniola.....	1	7	39	.....	1	11	130	26
Trieste.....	1	7	33	12	1	16	145	46
Goritz and Gradisca.....	1	8	27	2	1	16	107	5
Tyrol.....	2	19	126	26	3	25	241	68
Bohemia.....	2	21	216	40	2	39	668	315
Moravia.....	2	19	121	.....	3	48	401	75
Silesia.....	1	11	79	21	1	17	156	59
Galicia.....	3	36	242	18	3	41	469	76
Bukowina.....	.....	.....	.....	.....	1	5	92	15
Dalmatia.....	1	9	12	4	1	9	40	.....
Total.....	19	200	1,307	169	26	329	3,528	888

Statistics of teachers' examinations in 1872 and 1876-'77.

Provinces.	1872.				1876-'77.			
	Number of candidates examined.		Number of candidates who passed.		Number of candidates examined.		Number of candidates who passed.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Lower Austria	504	84	378	76	171	67	136	64
Upper Austria	58	17	36	11	49	3	36	3
Salzburg	35	22	31	19	20	12	16	10
Styria	80	16	55	10	19	3	13	3
Carinthia	63	4	38	4	39	5	27	2
Carniola	33	21	26	19	26	3	18	2
Trieste	26	26	17	23				
Goritz and Gradisca	36	13	28	7	13	2	9	
Istria					11		7	
Tyrol	76	107	55	68	26	47	20	38
Vorarlberg	21	1	11	1	23	11	17	10
Bohemia	645	66	517	59	374	43	312	40
Moravia	245	33	219	29	172	32	144	32
Silesia	48	4	40	4	52	12	48	10
Galicia	41	51	31	34	440	213	322	204
Bukowina	8	3	6	2	3	1	3	
Dalmatia					11	2	9	2
Total	1,919	468	1,488	366	1,449	456	1,137	420

Statistics of commercial schools in 1871-'72 and 1875-'76.

Provinces.	1871-'72.			1875-'76.		
	Number.	Teachers.	Pupils.	Number.	Teachers.	Pupils.
Lower Austria	17	133	4,039	16	130	3,045
Upper Austria	1	5	65	3	12	113
Salzburg	2	7	53	2	4	57
Styria	2	3	52	4	12	228
Carinthia	1	7	49	1	6	37
Carniola	1	17	175	2	18	192
Trieste and territory	3	21	131	3	23	118
Tyrol	1	10	54	1	5	70
Bohemia	4	18	347	15	74	1,407
Moravia	5	26	331	5	27	589
Silesia				1	4	52
Galicia				3	16	63
Bukowina	1	1	34	1	1	34
Total	38	248	5,300	57	332	6,095

Statistics of industrial and drawing schools in 1871-'72 and 1875-'76.

Provinces.	1871-'72.			1875-'76.		
	Number.	Teachers.	Pupils.	Number.	Teachers.	Pupils.
Lower Austria.....	26	45	4,027	47	312	6,506
Upper Austria.....	1	1	110	17	40	989
Salzburg.....	3	8	223	1	19	333
Styria.....	2	16	349	1	30	592
Carinthia.....	3	9	125	14	29	626
Carniola.....				2	12	216
Trieste and territory.....	2	13	535	2	18	736
Goritz and Gradisca.....				1	1	120
Tyrol.....				14	18	330
Vorarlberg.....				1	1	116
Bohemia.....	4	30	1,384	61	179	4,921
Moravia.....	4	26	1,468	19	73	2,404
Silesia.....				4	15	250
Galicia.....				5	24	250
Bukowina.....				1	11	41
Total.....	45	148	8,226	185	782	18,440

Statistics of schools of art and music in 1870-'71 and 1875-'76.

Provinces.	1870-'71.			1875-'76.		
	Number.	Teachers.	Pupils.	Number.	Teachers.	Pupils.
Lower Austria.....	52	131	2,020	55	196	2,771
Upper Austria.....	3	8	257	4	11	334
Salzburg.....	1	20	143	1	10	122
Styria.....	4	16	264	3	15	243
Carniola.....	1	3	57	1	4	138
Trieste and territory.....	2	2	78	2	3	249
Goritz and Gradisca.....	1	3	40	2	3	67
Istria.....				3	3	79
Tyrol.....	1	12	299	3	22	302
Bohemia.....	24	36	1,111	62	132	2,838
Moravia.....	12	28	613	9	23	619
Silesia.....	3	3	83	1	1	30
Galicia.....				5	32	464
Bukowina.....	2	5	30	2	6	73
Dalmatia.....	2	3	77	2	18	180
Total.....	98	273	5,126	155	479	8,509

Statistics of schools of agriculture and forestry in 1871-'72 and 1875-'76.

Provinces.	1871-'72.			1875-'76.		
	Number.	Teachers.	Pupils.	Number.	Teachers.	Pupils.
Lower Austria.....	4	36	241	12	87	461
Upper Austria.....	1	3	14	2	4	26
Styria.....	2	6	50	6	21	171
Carinthia.....	1	2	34	3	16	52
Carniola.....	1	4	10	2	7	13
Goritz and Gradisca.....	1	5	22	2	12	126
Tyrol.....				6	25	104
Bohemia.....	9	75	362	15	105	550
Moravia.....	9	41	213	13	66	245
Silesia.....	1	5	25	4	19	95
Galicia.....	3	14	89	9	56	182
Bukowina.....	1	5	19	1	7	17
Dalmatia.....				1	4	8
Total.....	33	196	1,079	76	429	2,055

Statistics of mining schools in 1867 and 1875-'76.

Provinces.	1867.			1875-'76.		
	Number.	Teachers.	Pupils.	Number.	Teachers.	Pupils.
Styria.....				1	7	22
Carinthia.....				1	2	11
Bohemia.....	2	6	90	2	2	62
Moravia.....				1	3	19
Galicia.....	1	5	11	1	2	10
Total.....	3	11	101	6	16	124

Statistics of elementary schools in 1865 and 1875.

Provinces.	1865.				1875.			
	Number.	Teachers.	Pupils.		Number.	Teachers.	Pupils.	
			Of school age.	In school.			Of school age.	In school.
Lower Austria.....	1, 160	2, 576	187, 857	184, 580	1, 370	4, 751	278, 158	257, 830
Upper Austria.....	490	891	76, 396	74, 497	501	1, 006	102, 354	98, 611
Salzburg.....	149	234	13, 804	13, 924	161	359	20, 444	19, 265
Styria.....	689	1, 250	107, 905	96, 486	735	1, 946	168, 210	124, 817
Carinthia.....	317	442	32, 644	26, 828	325	561	50, 943	37, 465
Carniola.....	234	308	51, 696	26, 812	261	414	58, 450	38, 454
Trieste and territory.....	43	127	10, 320	6, 400	48	306	17, 809	11, 211
Goritz and Gradisca.....	144	128	24, 277	14, 921	221	324	35, 424	19, 216
Istria.....	147	303	30, 735	9, 798	145	245	32, 621	13, 914
Tyrol.....	1, 750	2, 451	91, 067	96, 350	1, 322	2, 528	114, 187	103, 812
Vorarlberg.....	199	320	11, 844	12, 725	200	366	15, 277	15, 001
Bohemia.....	3, 849	6, 595	643, 527	624, 933	4, 500	9, 456	891, 461	787, 419
Moravia.....	1, 734	2, 786	251, 298	251, 890	1, 968	3, 626	334, 383	299, 091
Silesia.....	425	669	59, 522	57, 684	477	842	89, 726	77, 741
Galicia.....	2, 787	3, 073	548, 316	154, 635	2, 486	3, 856	776, 122	204, 429
Bukowina.....	156	196	63, 316	8, 658	185	256	75, 630	13, 345
Dalmatia.....	221	280	29, 656	7, 975	261	354	61, 664	13, 062
Total.....	14, 494	22, 629	2, 234, 180	1, 669, 096	15, 166	31, 196	3, 122, 863	2, 134, 683

Schools in Vienna.—In 1878 the city of Vienna had 171 burgher and elementary schools (Volksschulen). All these schools are free. The total number of pupils in these schools was 59,143, 28,703 boys and 30,440 girls. * The Vienna Pädagogium (local teachers' seminary) had, in 1877-'78, 92 male and 127 female students. The library of this institution has 1,267 volumes.

The Female Servants' Relief Association of Vienna has begun a school for the training of female servants. Girls are admitted at the age of 16, and are gratuitously trained in the art of nursing children and the sick, or in cookery and other domestic work.

b. HUNGARY, constitutional monarchy: Area, 118,172 square miles; estimated population in 1877, 15,666,000. Capital, Buda-Pesth; population, 270,476. Minister of public instruction, Dr. A. von Trefort.

Hungary, according to the Austrian Catalogue for the Paris Exposition of 1878, had in 1875 16,499 primary schools, with 23,542 teachers and 1,595,553 pupils; in 1876, 156 Gymnasien, with 1,965 teachers and 29,464 pupils; 2 Realgymnasien, with 29 teachers and 440 pupils; 44 Realschulen, with 567 teachers and 8,170 pupils; and, in 1878, 3 universities, with 235 professors and 3,708 students.

There are besides 47 schools of theology, 12 law schools, 5 academies of agriculture, 1 academy of mining and forestry, 1 commercial academy, 1 conservatory of music, 1 academy of drawing, 3 schools of mining, 8 agricultural and vinicultural schools, and 1 school of agriculture and forestry.

For the training of common school teachers there are 54 male and 14 female seminaries. The total number of students is 3,391. Hungary had in 1877 211 Kindergärten, with 18,999 pupils.

Women's education.—In the college for the higher education of women at Buda-Pesth there were in 1877-'78 four classes, attended by 221 girls. Number of ordinary

professors, 5, 4 males and 1 female; extraordinary professors, 11, 9 males and 2 females. Age of pupils, 10 to 16 years. Hours of study per week in the preparatory class, 23; in the higher class, 27 to 28. The English language was studied by 101 pupils. The school is under the direct supervision of the minister of public instruction.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population, in 1877, 5,412,731. Capital, Brussels; population, in 1877, 380,238. Minister of public instruction, P. Van Humbeeck.

The political parties in Belgium struggling for the supremacy in school affairs are known as the Catholics and the Liberals. During the last ten years the liberals have endeavored to abrogate the school law of 1842, which gave the clergy an almost unlimited power over the education of the young. The general elections in 1878 were favorable to the liberals. They not only succeeded in getting a majority in the Chambers, but also obtained the creation of a separate ministry of public instruction, the administration of which had hitherto made part of the duties of the minister of the interior.

The newly appointed minister of public instruction, M. Van Humbeeck, immediately prepared a project of law which he submitted to the Chambers providing that the government schools shall employ none but lay teachers and lay inspectors, and that religion shall no longer form part of the regular course of study. It is probable that the law will pass.

The following statistics have been abstracted from the official catalogue of the Belgian educational section at the Paris Exposition of 1878:

On the 31st December, 1875, there were in Belgium 4,157 communal primary schools for boys and girls, with 489,168 pupils; 457 adopted primary schools, with 67,955 pupils; 15 private primary schools, subject to inspection, with 3,214 pupils; 958 private primary schools, not subject to inspection, with 92,320 pupils; 268 communal infant asylums (*écoles gardiennes*), with 30,244 pupils; 298 private infant asylums, subject to inspection, with 38,880 pupils; 363 private infant asylums, not subject to inspection, with 28,258 pupils. The number of pupils in primary schools and infant asylums is thus 750,039. For adults there are 1,623 communal schools, with 66,979 pupils; 112 private schools, subject to inspection, with 7,688 pupils; and 880 private schools, not subject to inspection, with 130,006 pupils. The total number of pupils of adult schools is thus 204,673.

There are 3 state normal schools, with 312 students; 5 state normal departments, connected with secondary schools, with 321 students; and 30 adopted normal schools (8 for males and 22 for females), with 1,782 pupils. The total number of pupils is thus 2,415.

The report also places under the heading of primary schools 430 communal and private workshops for the poor, with 22,181 pupils; 101 deaf-mute, blind, orphan, reform, and prison schools, with 7,144 pupils, and 270 primary boarding schools (*pensionnats*), with 16,535 pupils. The total number of pupils receiving primary instruction is thus 1,002,987.

For secondary education there are 10 royal athenæums, with 3,679 pupils; 17 communal colleges, with 1,543 pupils; 11 endowed colleges, with 1,432 pupils; 29 colleges established by the bishops, 18 by religious orders, and 11 by lay persons, with a total number of 10,150 pupils. The secondary schools also include the so-called middle class schools (*écoles moyennes*), of which there are 75, with 14,352 pupils. Fifty of these schools, with 9,857 pupils, belong to the state and 17, with 3,521 pupils, to the communes; 8, with 974 pupils, are endowed schools. Twenty-seven independent schools, founded by the bishops, religious orders, or private persons, contained 5,157 pupils. The total number of secondary schools thus reaches 198 and of pupils 36,313.

For the training of secondary school teachers there are 5 institutions or departments connected with higher schools. The number of students in 1875 was 45.

Belgium has four universities, two of which belong to the state, one (Louvain) to the bishops, and one (Brussels) to a private corporation of the liberal party. The state

universities had, in 1877-'78, 899 students, viz, Ghent, 259, and Liège, 630. The (liberal) university of Brussels had 615 students, and the (Catholic) university of Louvain, 1,052.

The higher industrial schools number 36, with 8,592 students; the 6 Catholic theological seminaries, 780 students; the protestant theological school at Louvain, 135 students; the 110 military schools, 13,141 students; the 4 commercial schools, 207 students; the 181 agricultural schools and courses, 18,716 pupils; and the 319 art schools, 12,856 pupils. From the foregoing it appears that there were, in 1875, 10,847 institutions of learning in Belgium, and that about one-fifth of the population attend school.

The total amount spent from 1862 to 1873 by the government, provinces, communes, and families for education is 209,053,216 francs (1 franc=19.3 cents). From 1831 to 1873 the government alone has spent for primary, secondary, and superior education, 152,504,225 francs.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population in 1878, 1,940,000. Capital, Copenhagen; population, 230,000; minister of public instruction, A. C. P. Linde.

According to the Catalogue de la Section Danoise à l'Exposition Universelle de Paris, every child in Denmark from 7 to 13 has to attend school. There are primary schools in every commune. The number of teachers in the rural districts is 2,796 and in the cities 485. Besides the primary schools there are in the rural districts 53 farmers' high schools. These schools were begun in 1844 by Bishop Grundtvig. In the cities, technical evening and Sunday schools have been established for young mechanics. The number of these schools is about 50. Among the Sunday schools the most important are those founded by Pastor Massmann in 1800. They number 7, and give gratuitous instruction to 800 pupils. Prominent among the evening schools are the schools of the Technical Society of Copenhagen, with 1,400 pupils. The principal branch of instruction in these schools is drawing.

For secondary instruction there are 14 state schools and several private institutions.

Copenhagen is the intellectual centre of the kingdom. We find there a university, an academy of fine arts, a polytechnic institute, a school of veterinary surgery and agriculture, a conservatory of music, a royal library with 500,000 volumes, a university library with 270,000 volumes, and several museums, among which the museum of northern antiquities and the Thorwaldsen museum are especially noteworthy. In 1877, the Copenhagen schools contained 11,406 pupils, and the expenses of the city for education amounted to \$172,120.

The University of Copenhagen will complete the fourth century of its existence on the 1st of June, 1879. In the middle ages young Scandinavians wishing to cultivate their minds and widen their field of knowledge had to seek instruction at foreign high schools. At Bologna, Padua, and Paris, there were colonies of Scandinavian noblemen and future ecclesiastics; Oxford and Cambridge attracted a smaller number, but generally more distinguished pupils; later on, the universities of Rostock, Prague, Cologne, and Erfurt were preferred. As early as in the beginning of the fifteenth century efforts were made to establish native colleges for the advancement of the sciences and the education of priests and statesmen. King Ericus, of Pomerania, obtained in the year 1419 a papal license for founding a university at which no theology was to be taught; but even this scanty privilege was made dependent on the condition that the schools should be opened within the space of two years, and, as the poverty of the royal treasury did not permit the realization of the scheme within this short period, the papal grant was cancelled. Fifty-five years later, Pope Sixtus IV addressed a bull to the archbishop of Lund, primate of Denmark, granting the establishment of a studium generale, comprising all the faculties, with the right of conferring degrees of the same kind and to the same extent as the University of Bologna. The cathedral towns of Roskilde and Lund competed for the honor of receiving the new university, but Copenhagen, since 1448 the residence of the kings, was preferred, and a royal letter patent, dated October 4, 1478, gave the foundation act of the university. The archbishop of Lund and the bishop of Roskilde gave their consent, rejoicing

"that the children of these realms will no longer be compelled to visit foreign nations in order to become adepts of science and to beg knowledge from others." A learned master of arts and medicine, Petrus Alberti, was sent out to collect from German universities professors and teachers, and on May 16, 1479, he made his entry into Copenhagen with the small army he had engaged. The solemn inauguration of the university was performed June 1, 1479, and a few days later the lectures began.

FINLAND, grand duchy, dependency of Russia: Area, 114,222 square miles; population in 1876, 1,941,255 capital, Helsingfors; population, 34,579.

According to the Notice Statistique prepared for the Paris Exposition of 1878 by K. E. F. Ignatius, of Helsingfors, Finland in 1876-77 had 448 public primary schools, 129 in the towns and 319 in the rural districts. The teaching corps numbered 532 persons, 231 males and 301 females. Of this number 296 had received their training in a teachers' seminary and 30 had studied at the university. The number of pupils was 20,279, 10,996 boys and 9,283 girls. There were, besides, 45 private primary schools, of which the number of pupils is not given. The number of children receiving no instruction was 6,983, of whom 1,801 were naturally incapacitated.

For secondary education there were 14 state lyceums and 4 private lyceums, with 236 teachers and 2,341 pupils; 18 higher industrial schools, with 105 teachers and 688 pupils; 17 lower secondary schools, with 43 teachers and 455 pupils; 7 high schools for girls, with 68 teachers and 744 pupils. There were, besides, several private high schools for girls, the statistics of which are not given.

For special instruction there were a polytechnic school, with 16 professors and 118 students, in 1872; 2 technical schools, with 15 professors and 125 students; 6 naval schools, with 25 professors and 229 students; 1 military school, with 17 professors and 122 students; 2 schools of agriculture; 2 of commerce; 29 apprentice schools, with 79 teachers and 2,111 pupils; 2 institutions for the blind, with about 50 inmates; and 4 schools for deaf-mutes, with about 100 inmates.

The university founded at Åbo in 1640 was transferred to Helsingfors in 1828. In 1878 it had 60 professors and assistants and 978 students.

FRANCE, republic: Area, 201,900 square miles; population in 1878, 36,905,768; capital, Paris; population in 1876, 1,988,806; minister of public instruction, A. Bardoux.

Few countries have been more active in educational affairs during the last few years than France. The minister of public instruction, M. Bardoux, has published complete reports on the condition of primary, secondary, and superior education. The first volume of the report on primary education covers 289 large quarto pages, and the second volume, now in course of preparation, promises to be of equal size. The report on secondary schools covers 478 large quarto pages, and the report on superior instruction, 1,121 pages. There is, besides, a very interesting report on education in the department of the Seine, by M. Gréard, covering 889 folio pages.

Primary instruction.—From the report on primary education the following data have been abstracted:

In December, 1876, there were in France 4,502,894 children between the ages of 6 and 13, 2,278,295 boys and 2,224,599 girls. There are proportionately more children in the rural districts than in the cities; 61 per cent. in the former and 39 per cent. in the latter.

For the instruction of these children in 1876-77, France had 71,547 primary schools of all kinds. Of this number 9,352 were entirely free, but all the public schools and a large number of private schools receive children free of cost, besides their paying pupils. The schools are divided into 25,418 schools for boys, 29,126 schools for girls, and 17,003 mixed schools. The lay schools numbered 51,657.

The total number of teachers of public and private primary schools of all kinds is 110,709, of whom 58,992 are women. Of the 110,709 teachers, 64,025 are lay persons—42,249 men and 21,776 women, and 46,684 belong to religious orders—9,468 men and 37,216 women. Of the teachers, 68,997 possess diplomas of capacity: 40,171 lay male teachers, 19,325 lay female teachers, 3,763 religious male teachers, and 5,733 religious female teachers. There are thus 41,712 teachers without diplomas of capacity.

The total number of pupils in all the public and private primary schools in 1876-'77 was 4,716,935, 2,400,882 boys and 2,316,053 girls. Of this number 1,907,027 boys and 1,835,349 girls—in all, 3,742,376 children—were of school age, 6-13. But to this number must be added 64,155 children between the ages of 6 and 7 years who attended the *salles d'asile*, and 71,620 boys below 13 years of age who were found on the rolls of secondary schools. From the foregoing it appears that 624,743 children of school age (6-13)—270,680 boys and 354,063 girls—received no schooling in 1876-'77.

Adult schools.—In 1876-'77 there were 22,133 adult schools for men and 5,284 for women. These schools are directed by public school teachers and were attended by 500,043 men and 105,510 women. For musical instruction there were 423 schools, giving instruction to 10,958 men and 491 women. The branches of instruction in the adult schools are drawing, elements of geometry, book-keeping and commercial arithmetic, history and geography, physical sciences, and the French language.

School libraries.—In 1877 France had 19,254 school libraries, with 1,943,688 volumes. During the year 1877, 1,337,156 volumes were lent.

Normal schools.—In 1877 France had 79 normal schools, including 1 in Algeria, for male teachers, with 79 directors, 847 teachers and assistants, and 3,587 pupils. The course of study lasts three years. The total expenditure for five years (1872-1876) for these institutions amounted to 13,913,860 francs. Of this amount the state paid 1,195,330 francs, the departments 10,216,542 francs, and the communes and families 2,501,958 francs. For the training of female teachers France had, in 1877, 18 normal schools, with 18 female directors, 121 teachers and assistants, and 715 pupils. There were besides 62 normal courses in private schools, with 1,385 female pupils in 1877. There were also 8 private normal courses for male teachers, 5 of which were connected with Protestant schools. The private normal courses generally received state or departmental subsidies.

Cost of primary education.—The total expenses for primary education in 1876 amounted to 83,078,734 francs, or about 2.25 francs for every inhabitant. As about 3,823,000 children are benefited by primary instruction, the cost of their training amounted to 21.50 francs a year for every child.

The Paris Exposition and primary school teachers.—In order to enable primary school teachers to visit the Paris Exposition the French Chambers appropriated 100,000 francs and placed this amount at the disposal of the minister of public instruction. A committee was appointed to make the necessary arrangements. They decided to invite 1,000 teachers, 90 school inspectors, 80 directors of normal schools, and 80 normal school teachers. These 1,250 delegates were invited to attend the educational conferences arranged for them at the Sorbonne. The opening speech was made August 16, 1878, by M. Casimir Perier, under secretary in the ministry of public instruction, worship, and fine arts. The first conference was held on the same day by M. E. Levasseur, of the Institut de France. He spoke of the teaching of geography, which is one of M. Levasseur's favorite subjects. The second conference was held by M. B. Berger, inspector of primary schools and late delegate of the French Government to the Philadelphia Exhibition. His subject was the teaching of the mother tongue. M. Berger has already published several very interesting text books for French schools, and his excellent conference shows that he knows the art of imparting the mother tongue to young pupils. The third conference was held by M. Brouard, inspector general of primary schools. This gentleman explained the method of teaching history in the primary schools. The fifth conference was given by M. G. Jost, inspector of primary schools at Paris. His subject was teachers' conferences and educational libraries. The sixth conference—on the teaching of physical and natural sciences in primary schools—was given by M. Maurice Girard. On the 28th of August M. Bardoux, minister of public instruction, appeared for the first time at the conferences, he having been officially detained from attending earlier. He delivered the following address:

GENTLEMEN: I am not going to make a speech; I am going to talk familiarly to you. I wish you first a hearty welcome, and I congratulate you on your punctuality in attending these conferences. I have very much regretted that my functions as

member of the council general have prevented me from attending your meetings from the beginning, but I shall make up for the lost time and give you a good example. I am informed that more than 12,000 teachers have expressed their willingness to visit the Paris Exposition and to profit by the instructive lectures which several eminent men have prepared for them. I need not assure you, gentlemen, of the devotion of the republic to you. Facts speak for themselves, and I hope that the future will furnish you new proofs, not only, I repeat it, of our devotion to you and to your interests, but also to the noble cause of primary education, without which the great French democracy could not prosper, grow, and bear fruit.

Allow me now to call your attention to a few special points: I want to recommend to you the establishment of cantonal teachers' conferences. You cannot be good teachers unless you are continually learning yourselves, and you cannot instruct children successfully unless you study every day the progress of the art of teaching. The educational conferences which are to be established in the different cantons will be of great advantage; they will strengthen you and bring you closer together; they will enable you, under the direction of your inspectors, to get acquainted with new methods of teaching and with the latest improvements in school apparatus. I recommend you to attend those meetings as regularly as possible. We also intend to establish educational libraries all over the country, and we shall endeavor to give you permanent cantonal museums.

I recommend you above all to create among you an *esprit de corps* and to help one another. In order to accomplish this we can do nothing better than to establish mutual relief associations for teachers in every department. I favor these associations not only from the standpoint of the material advantages they offer you, but I also look for moral advantages from them.

I have still something else to recommend to your zeal. Make great efforts to inculcate in your pupils a love of reading and of saving. Our school libraries grow from day to day, but you know as well as I that to learn to read is nothing: it is necessary to learn to be fond of it. The teacher has to endeavor above all to make his pupils fond of books, for the good book that you place in the hands of the child will be taken home, where it will have a moralizing influence. You see now why you have to make your pupils fond of books and of reading.

Finally, think of our school savings banks. If France is strong, if France is great, if France has regained her fame, it is due to the habit of saving. I cannot therefore entreat you enough to impart this habit to your pupils. Order and economy in school bring order and economy into the family. Our school savings banks are institutions which cannot attract your sympathies too much.

In concluding, I recommend you never to get discouraged in your efforts and in the fulfilment of your duties. You may be sure that you do more than anybody else to give moral power to your country. Be proud of your modest task and devote yourselves entirely to it. You will be rewarded for your zeal not only by your own conscience and the sentiment of duty which God has placed in all of us, but also by the esteem of your fellow citizens. At the end of your life you will be able to say: I have accomplished a good work; I have taught the children intrusted to my care a love of duty and a love of their country; I have made intelligent men of them. You will feel then a great consolation, and the entire country will be thankful to you and honor your memory. I once more entreat you earnestly to devote yourselves entirely to your professional duties.

On the same day, M. Michel Bréal, member of the Institut de France and professor at the Collège de France, gave the seventh conference on the teaching of the French language in primary schools. The eighth conference was given by Dr. Riant, on school hygiene; the eleventh, on singing in schools, by M. A. Dupaigne; the twelfth, on elementary chemistry, by M. Liès-Bodart, and the thirteenth and last, but probably one of the most interesting conferences, by M. F. Buisson, inspector general of primary schools, late president of the French delegation to the Philadelphia Exhibition. His subject was the intuitive method (*P'enseignement intuitif*). At the close of the conferences, M. Bardoux, minister of public instruction, delivered the following farewell address:

GENTLEMEN: I thank your colleague whom you have delegated to convey your thanks, not to me, but to the government of the republic. As you are going to leave Paris, we want to mark the close of your visits to the exhibition by a few parting words—visits for which, in a feeling of esteem and confidence for you, the government has made a special appropriation. We also want at the same time to publicly express our feelings of gratitude to the distinguished gentlemen who in the conferences of which the recollections will be lasting, have addressed to you profound and practical ideas relative to everything concerning primary education. [Here the minister gave a short résumé of the conferences held, and then continued:] You will study

them, and we shall study them, too, gentlemen, in order to derive from them information relative to useful reforms to be introduced into our system.

May they therefore remain engraved in our memories. You are going to leave us; you are returning to your departments, after having studied and seen near by the marvels of the human mind under all forms in this astonishing and unique universal exhibition. The government of the republic, also, by inviting you to the *matinées* at the *Comédie Française*, wanted you to admire our great dramatic works; we wanted you to derive from your visit to Paris a still more profound love for France, and judge for yourselves of the efforts made during eight years to lift her up again. We also wanted you to be able to teach your children never to fall into undeserved misfortunes. Inspire those around you with this regenerating flame and cultivate a profound love for our dear country. May all these examples which have been given you, all these eloquent lessons you have heard, all these great things you have seen, make you better understand your duty and responsibility; we intrust our children to your care; make of them honest people and good Frenchmen. And may this year 1878 be for you not a recollection of pleasurable recreation, but an inexhaustible source of moral and patriotic regeneration—a starting point for new efforts and a still greater attachment to your modest but great functions as school teachers. Gentlemen, I bid you farewell.

Bureau of education.—Another step in the right direction was the introduction in the Chambers of a project to establish a central bureau of education at Paris. When M. Bardoux, minister of public instruction, introduced the project, May 16, 1878, he said:

In my exposé accompanying the budget for 1878 I expressed my regret that France does not possess anything analogous to the National Bureau of Education at Washington. Gentlemen, it is just such a bureau which I now desire to establish, and for which I solicit a favorable vote of the French Assembly. The institution the establishment of which I propose will be, like the Bureau of Education at Washington, above all a centre of pedagogical and statistical information. It will have no functions to exercise other than gathering and distributing information by means of special conferences of teachers, of which it would be the headquarters. These conferences will doubtless afford a good opportunity for the professional improvement of a large number of zealous teachers, since they will find in the bureau many pedagogical and statistical publications, both of the bureau and of leading educators.

The bill submitted by M. Bardoux passed the Chambers and the bureau was organized in connection with the new educational museum in the Palais Bourbon. The organization and direction were intrusted to one of the most zealous educators of France, M. Ferdinand Buisson.

Secondary education.—The following has been abstracted from the *Statistique de l'enseignement secondaire* in 1876, Paris, 1878:

December 31, 1876, there were in France 81 lycées, or higher colleges, which belonged to the state, and 252 communal colleges, which belonged to the municipalities. These establishments had 79,231 pupils, of whom 40,995 belonged to the state institutions and 38,236 to those of the municipalities. The pupils of the state institutions were made up of 20,920 boarders and 20,075 day pupils. In the year 1865 there were 77 state lycées, with 32,630 pupils, namely, 18,135 boarders and 14,495 day pupils. The loss of Alsace-Lorraine reduced the number of lycées to 74 and diminished the number of pupils by 1,389. But these 74 lycées which remained after the loss of territory could still show 31,231 pupils, of whom 17,514 were boarders and 13,717 day pupils. On December 31, 1876, these 74 lycées had 38,135 pupils, namely, 19,415 boarders and 18,720 day pupils, so that they can show for the time from 1865 to 1877 an increase of 6,904 pupils. During this time 7 new establishments were founded, which add 2,830 pupils, thus bringing up the total number of pupils in the state lycées on December 31, 1876, to 40,935. The 252 communal colleges had on December 31, 1876, 38,236 pupils, of whom 15,552 were boarders and 22,684 day pupils. In 1865 these colleges had 33,033 pupils, namely, 12,593 boarders and 20,445 day pupils. Therefore, during the period from 1865 to 1877 those communal colleges had gained 5,198 pupils.

Besides the state lycées and communal colleges, there are also private colleges (*collèges libres*). These may be classified into secular and ecclesiastical. On January 1, 1877, there were 494 such secular colleges and 309 ecclesiastical; whereas in 1865 there were 657 secular and 278 ecclesiastical colleges. Therefore, during the eleven years from 1865 to 1877, 155 secular colleges have disappeared, while the clerical colleges

have increased by 31. The 494 secular institutions in 1876 had 31,249 pupils, of whom 16,870 were boarders and 14,379 day pupils. The 309 ecclesiastical establishments had 33,092 boarders and 13,724 day pupils, or altogether 46,816 pupils. In 1865, the secular colleges could show 22,909 boarders and 20,100 day pupils, or altogether 43,009. Thus, during the eleven years, the number of pupils in the secular colleges had fallen off to the extent of 11,760, while the number in ecclesiastical colleges has increased by 11,919.

In the year 1865 the number of ecclesiastical colleges was to the number of secular colleges in the proportion of 2 to 5, while the number of pupils in the former was about four-fifths of those in the latter. But by January 1, 1877, these proportions were radically changed. The clerical establishments have risen to three fifths the number of the secular colleges, while the number of their pupils exceeds by 15,567 the number of the pupils in such colleges. This excess is chiefly among the boarders; while the secular colleges can show only 16,870 boarders the clericals have 33,092, or nearly double.

The ecclesiastical middle schools are of various classes. There are, first, the *petits séminaires*, in which the future students of theology make their preparatory studies of classics, &c., and which are directly subject to the authority of the respective diocesan bishops. In 1865 there were 70 of them; there are now 91. At that time they had 9,107 pupils, 6,044 boarders and 3,063 day pupils. Now they have 12,200 pupils, of whom 8,600 are boarders and 3,600 day pupils. The other clerical establishments are conducted by members of the religious congregations.

In 1865 the Jesuits had 14 colleges, with 5,074 pupils, 3,991 boarders and 1,083 day pupils. On January 1, 1877, they had 27 colleges, with 9,131 pupils, 3,022 boarders and 6,109 day pupils. Here, contrary to the usual course, the increase is altogether among the day pupils.

In 1865 the Marists (a religious order) had 15 educational establishments, with 2,255 pupils, 1,490 boarders and 765 day pupils. In 1877 the number of their schools had risen to 22, with 3,349 boarders and 1,127 day pupils.

The other religious orders had in 1865 14 schools, which in 1877 had increased to 40. The religious bodies had altogether 43 educational institutions in 1865 and 89 in 1876. The number of pupils had risen from 9,475 in the former year to 19,961 in the latter. Thus in the interval between 1865 and 1877 both the number of institutions and the number of pupils had been more than doubled.

Cost of secondary education.—In 1876 the total expenditure for the lycées amounted to 23,359,384 francs, or 283,387 francs for every lycée. In 1865, the expenditure amounted to 19,213,439 francs. The total expenses for secondary education by the state, the departments, the communes, and the families in 1876 amounted to 75,922,784 francs.

Reorganization of the secondary and superior school systems.—M. Jules Ferry, minister of public instruction, successor to M. Bardoux, has submitted to the Chambers two important bills, one on higher education, the other on the supreme council of education. The former abolishes the mixed juries of examiners for degrees, which was instituted by the law of 1875, and confines academic degrees to candidates matriculated and examined in the state universities. It also forbids all non-state institutions to assume the title of university or faculty, which is reserved for state establishments. No members of a religious order or community not recognized by the state (the Jesuits and thirty-one other religious orders) may henceforth act as teachers.¹ The second bill reorganizes the supreme council of public instruction, the law of 1872 on that subject having just expired by limitation. It excludes from the new council the four bishops, as also the representatives of the state churches. Fifteen members are to be nominated by the government from professors and school inspectors, and five *ex officio* members will be appointed, these twenty holding office for life, while twenty-six others are to be elected for six years by various educational bodies, and four representatives of non-state institutions are to be nominated by the government. These two measures taken together strike a serious blow at the newly founded Catholic universities and facul-

¹ 74,444 males (priests and brothers) and 14,003 females (sisters) belong to the non-authorized orders in France.

ties of Angers, Lille, Lyons, Paris, and Toulouse. The law of July 12, 1875, providing for the liberty of higher instruction gave the Catholic party an opportunity for the first time since 1789 to establish their own universities. Primary and secondary education had been made free by the law of 1850, and numerous clerical schools were opened and placed in competition with the state schools. Attempts were made in 1867 and 1868 to extend liberty of education to university instruction also, but the measure was only adopted in 1875.

Superior education.—According to the *Statistique de l'enseignement supérieur en 1876*, Paris, 1878, there were in France the following institutions for superior instruction in 1878: 5 faculties of Catholic theology, 2 faculties of Protestant theology, 12 faculties of law, 3 faculties of medicine, 3 mixed faculties of medicine and pharmacy, 15 faculties of sciences, 15 faculties of letters, 3 superior schools of pharmacy, 2 full course medical schools (*écoles de médecine de plein exercice*), 16 preparatory schools of medicine and pharmacy, 4 schools preparatory to superior instruction in sciences and letters. All these institutions belong to the state and each is an independent institution. They had altogether 615 chairs and 63 extra courses in 1867, and 790 chairs, 105 extra courses, and 47 conferences in 1878. The total number of students in all the faculties was 54,299 in 1867, 48,137 in 1870, 60,396 in 1872, and 55,191 in 1876. The faculties of Catholic theology had 117 students in 1867, and only 62 in 1876, while the decrease in the Protestant faculties was from 140 in 1867 to 79 in 1876. The number of students in the other faculties has not varied much during the same period. The five Catholic (free) universities had 1,173 students in 1875-'76, and 2,968 in 1877-'78. The total expenditure for the state faculties amounted to 9,165,330 francs asked for in 1878, against 3,895,521 francs given in 1863. There is thus an increase of 5,269,809 francs.

Library of the University of Paris.—The library in June, 1878, contained 109,135 volumes. The expenses for the administration of the same amounted to 36,000 francs.

Superior Normal School.—This institution is intended for the professional training of secondary and superior school teachers. The course of study lasts three years.

GERMANY, constitutional empire: Area, 212,091 square miles; population, 42,065,337. Capital, Berlin; population, 966,858.

The constitution of the empire went into force May 4, 1871. By its terms all the states of Germany, consisting of several kingdoms, grand duchies, duchies, principalities, and the imperial land of Alsace-Lorraine, form an eternal union for the protection and welfare of Germany. The supreme direction of the military and political affairs of the empire is vested in the King of Prussia, who, as such, bears also the title of German emperor. The emperor represents the empire in foreign affairs internationally and can declare war, conclude peace, and make treaties with other nations.

The German empire has no national system of education, each of the different states managing its own educational affairs. Statistics of some of the German states will be found under special headings. The following miscellaneous notes refer to the whole empire:

Education of recruits.—The number of recruits examined in 1877-'78 was 142,957. Of these, 140,481 had received a school education and 2,476, or 1.73 per cent., had not. In 1876-'77 there were 2.12 per cent. and in 1875-'76 2.35 per cent. without school education.

Universities.—The following table contains the statistics of German universities for the year 1878:

Statistics of German universities in 1878.

Universities.	Number of professors.	Number of students in —					Total of matriculated students.	Number of hearers.	Total.
		Theology.		Law.	Medicine.	Philosophy.			
		Protestant.	Catholic.						
The German Empire:									
Berlin	215	150	.....	888	346	1, 185	2, 569	1, 762	4, 331
Bonn	100	70	105	312	154	422	1, 063	35	1, 098
Braunsberg	10	.....	?	.....	.....	?	?	.....	?
Breslau	106	53	56	369	178	584	1, 240	10	1, 250
Erlangen	64	140	.....	50	132	93	415	.....	415
Freiburg	57	.....	39	119	181	79	418	36	454
Giessen	55	18	.....	106	108	103	335	12	347
Göttingen	120	94	.....	309	114	472	988	21	1, 009
Greifswald	61	56	.....	80	233	145	525	9	534
Halle	107	203	.....	125	117	469	914	30	944
Heidelberg	110	34	.....	410	103	203	750	58	808
Jena	78	68	.....	142	87	248	545	25	570
Kiel	69	36	.....	29	92	93	252	12	264
Königsberg	89	40	.....	176	135	315	666	5	671
Leipzig	160	366	.....	958	335	1, 222	2, 861	87	2, 948
Marburg	71	60	.....	82	110	198	450	6	458
Munich	136	.....	86	413	456	409	1, 364	32	1, 396
Münster	30	.....	116	.....	.....	206	322	10	332
Rostock	41	26	.....	31	39	61	157	.....	157
Strassburg	90	44	.....	101	168	333	736	.....	736
Tübingen	88	280	147	354	164	192	1, 137	7	1, 144
Würzburg	66	.....	140	102	475	205	922	38	960

American students in Germany.—The number of American students at German universities during the year 1878 amounted to 94, of whom 35 were at Berlin, 16 at Bonn, 30 at Göttingen, 2 at Breslau, 2 at Greifswald, 4 at Halle, 1 at Kiel, 2 at Marburg, and 2 at Münster. These students were scattered among all the faculties: 8 study theology, 11 law, 25 medicine, 22 philosophy and philology, 25 mathematics and natural sciences, and 3 financial science.

Teachers' associations.—Prussia has 47,866 teachers, 16,000 of whom are members of teachers' associations. The other German states have 40,000 teachers, 21,000 of whom are members.

The German associations have their own organizations for life insurance and pensions. The pension fund for teachers' widows and orphans has a capital of 1,600,000 marks.¹

School savings banks.—A great majority of the German teachers and several leading educational journals oppose the introduction of school savings banks. Some of their objections are as follows: "It is unpedagogic to charge the school with duties which properly belong to the sphere of domestic education. Many transactions of all kinds must be kept out of the school, for they distract teachers and pupils; school savings banks will create feelings of jealousy among the pupils, and frequently lead children into dishonesty in order to raise money for a deposit; poor children will feel humiliated by their inability to make deposits; children must know as little as possible about

¹About \$380,800, as the mark is equivalent to 23.8 cents.

money and possess as little of it as possible while they attend school; they must leave all financial affairs to their parents, whose duty it is to provide for their wants."

Kindergärten in Germany.—The Union of the German Fröbel Societies, organized in 1874, has discussed how the Kindergarten can be united with the elementary school, and what reforms must be introduced in both. German school teachers in general do not take part in the Kindergarten movement. They do not discuss this question in their meetings and their organs seldom give it any space.

PRUSSIA, constitutional monarchy: Area, 137,066 square miles; population, 25,367,322. Capital, Berlin; population, 966,858. Minister of public instruction, Dr. Falk.

Primary and secondary school statistics have not been published since those of 1876, an abstract of which will be found in the Report of the Commissioner of Education for that year.

Cost of primary education.—Prussia spent for primary education 18,219,072 marks in 1877-78.

Teachers' seminaries.—For the training of primary school teachers, Prussia in 1878 had 115 seminaries, with 7,199 male and female students. In consequence of the great want of male teachers, the vacant places are rapidly filled with female candidates. In former years Mr. Stiehl used to say that female teachers were too expensive for Prussia for they had to be pensioned at the age of forty. A different opinion seems to prevail in Prussia at present. Since the year 1857 the number of female teachers has increased 148 per cent.

Fortbildungsschulen (review or continuation schools).—These schools numbered 213 in 1877 and were attended by 21,724 pupils. They are intended for boys between 14 and 17 who do not attend a secondary institution of learning. Great efforts are made all over Germany to make these schools compulsory for all children between 14 and 17; hitherto they have only been compulsory for male apprentices in towns and cities. The branches of instruction are the same as in the elementary schools, with the exception of religion, instead of which drawing and sketching are taught.

Schools in Berlin.—Berlin has 100 city schools, with 6 boys' and 6 girls' classes each. The number of pupils is 74,000, the number of male teachers 933 and of female teachers 343. Each child in the public school costs the city 48 marks (\$11.42) a year. Forty-nine new school-houses have been built since 1870. There are 36 halls for gymnastics, which is obligatory for all pupils.

The total number of all public and private primary and secondary schools in Berlin is 254, with 2,597 classes and 64,205 male and 57,576 female pupils; 76,047 pupils receive instruction gratis. Most of the public elementary schools have six classes. The number of pupils in each class is about 50. In 1878, 2,454 families were fined to the amount of 74,203 marks for not sending their children to school regularly.

The Berlin Fröbel Association has established an institution for the training of nurses for young children. The course of instruction lasts one year. In the first year 19 young girls received training for this important work.

BAVARIA, constitutional monarchy: Area, 29,292 square miles; population, 4,920,844. Capital, Munich; population, 198,829. Minister of public instruction, Dr. von Lutz.

Bavaria has 10 teachers' seminaries, with 812 students, and 35 preparatory seminaries, with 2,185 pupils. The agricultural schools number 1,266, with 18,641 pupils. The expenses for teachers for these latter schools amounted to 148,164 marks in 1878. Munich has 17 primary schools, with 19,173 pupils, 9,222 boys and 9,951 girls. The average number of pupils in a class is 52. For the primary schools there are 17 directors or principals and 208 male and 190 female teachers.

SAXONY, constitutional monarchy: Area, 6,777 square miles; population, 2,702,578. Capital, Dresden; population, 197,295. Minister of public instruction, Dr. von Gerber.

According to the *Handbuch für Schul-Statistik für das Königreich Sachsen*, Saxony had in October, 1878, the following institutions of learning: A university at Leipzig (see the statistics of this institution under Germany); a polytechnic school,

with 52 professors and 660 students; 13 Gymnasien, with 312 professors and 4,535 students; 11 Realschulen of the first rank, with 232 professors and 3,190 students, and 23 Realschulen of the second rank, with 252 professors and 2,834 students. The 2,196 popular or primary schools were divided into 28 inspection districts and attended by 450,504 pupils. The Fortbildungsschulen (review schools) numbered 1,837, and were attended by 68,022 pupils. The number of teachers was 5,999. The total expenditure for education amounted to 17,957,535 marks, or a little over 7 marks for each inhabitant.

In 89 per cent. of the schools drawing is taught and in 63 per cent. needlework. Two hundred and twenty-six teachers' places are vacant for want of teachers.

WÜRTTEMBERG, constitutional monarchy: Area, 7,675 square miles; population, 1,852,421. Capital, Stuttgart; population, 107,273. Ministerial director of public instruction, von Roemer.

According to the Statistik des Unterrichts- und Erziehungswesens im Königreich Württemberg auf das Jahr 1876-1877, Württemberg has a university at Tübingen (for statistics, see under Germany); a school of agriculture and forestry at Hohenheim, with 26 professors and 80 students; a school of veterinary surgery at Stuttgart, with 12 professors and 35 students; 3 agricultural schools (at Ellwangen, Ochsenhausen, and Kirchberg), with 36 students; a school for wine culture (at Weinsberg), with 15 students; 5 agricultural winter schools, with 93 students; 829 agricultural Fortbildungsschulen (review schools), with 17,087 attendants; a polytechnic school at Stuttgart, with 72 professors and 506 students; a school of architecture at Stuttgart, with 45 professors and 858 students; 157 industrial Fortbildungsschulen (review schools), with 710 teachers and 11,729 pupils; an art school at Stuttgart, with 11 professors and 90 students, 65 males and 25 females; a conservatory of music at Stuttgart, with 42 professors and 211 students; 90 public secondary schools (Gymnasien, seminaries, and lyceums), with 8,366 pupils; 76 public Realschulen, with 261 professors and 7,539 students; 16 elementary city schools, with 49 classes, 49 teachers, and 2,164 pupils, and 3,939 elementary country schools (number of pupils not given).

BADEN, grand duchy: Area, 5,851 square miles; population, 1,478,015. Capital, Carlsruhe; population, 42,895. Director of educational affairs, G. Nokk.

For statistics of Baden's two universities, see under Germany. The expenditure for these two institutions and for the polytechnic school of Carlsruhe amounted to 993,892 marks in 1878. Baden spent 471,056 marks on secondary schools, 64,394 marks on industrial schools, 179,485 marks on teachers' seminaries, 616,756 marks on primary schools, 77,346 marks on deaf-mute and blind institutions, and 14,195 marks on a school of architecture.

HESSE-DARMSTADT, grand duchy: Area, 2,866 square miles; population, 866,614. Capital, Darmstadt; population, 43,695. Minister of the interior, Baron von Starck.

Hesse-Darmstadt has a university at Giessen, the statistics of which are found under Germany. For secondary instruction there are 6 Gymnasien, 1 Progymnasium, and 5 Realgymnasien. Primary schools are found in every commune, generally in good condition. All the children of school age attend school, except those mentally or bodily disabled.

ALSACE-LORRAINE, imperial land (Reichsland): Area, 5,580 square miles; population, 1,464,439. Capital, Metz; population, 45,856.

The following table shows the rapid growth of the University of Strassburg:

Statistics of the University of Strassburg from 1872 to 1875.

Semester.	Number of matriculated students in —					Total number of matriculated students.	Number of hearers.	Grand total.
	Protestant the-ology.	Law.	Medicine.	Philosophy.	Mathematics and natural sciences.			
1872.....	52	59	52	40	9	212	8	220
1872-'73	49	116	113	112	.....	390	18	408
1873.....	48	145	122	152	.....	467	28	495
1873-'74	48	156	165	195	.....	564	36	600
1874.....	53	161	184	223	.....	621	46	667
1874-'75	58	156	204	236	.....	654	66	720
1875.....	69	157	199	126	98	649	23	672
1875-'76	50	197	191	143	96	677	30	707
1876.....	49	211	178	139	97	674	26	700

In Lower Alsace there are 902 public schools, with 86,066 pupils; 31 private schools, with 1,836 pupils; 189 infant schools; 51 Fortbildungsschulen (review schools), with 1,282 pupils; 2 boarding schools for boys and 27 for girls. For the training of teachers there are 6 institutions, with 381 students. The total expenditure in 1877 for educational purposes was 590,644 marks, of which the state contributed 219,316 marks. In Upper Alsace, in 1877, there were 1,273 classes for public elementary instruction. The number of teachers was 1,279.

The city of Strassburg has 10,638 children in public and private elementary and higher schools. The number of teachers is 128, 64 males and 64 females.

HAMBURG, free city: population, with rural districts, 388,618.

Hamburg has a higher Gymnasium, with 16 classes and 483 pupils; a Realschule, with 21 classes and 711 pupils; a higher burgher school, with 13 classes and 369 pupils; a higher female school, with 20 classes and 643 pupils; 79 higher private schools, with 498 classes and 19,616 pupils.

The Hamburg seminary for the training of teachers has 96 students, and the male preparatory seminary 81 students. The female teachers' seminary has 22 students, and the female preparatory seminary 118 students. For popular education there are 25 public elementary schools, with 224 classes and 5,629 male and 5,116 female pupils; 87 denominational and private schools, with 303 classes and 108,837 pupils. There is besides a truant school, with 170 children, 154 boys and 16 girls. Of this number 102 were committed once, 36 twice, 17 three times, 9 four times, 3 five times, 2 six times, and 1 seven times.

BREMEN, free city: population, 142,290.

Bremen has a Gymnasium, with 350 pupils; a Realschule of the first rank, with 312 pupils; 2 public Realschulen of the second rank, with 655 pupils; 1 private Realschule, with 590 pupils; 4 higher private schools for boys, with 836 pupils; 8 higher private schools for girls, with 2,200 pupils; 15 public primary schools, with 6,055 pupils; 8 parish schools, with 4,282 pupils; 4 subsidized private schools, with 705 pupils; 2 orphan schools, with 263 pupils. The tuition fees in secondary schools are from 60 to 180 marks a year, according to the grade, and 20 marks in primary schools. In 1878 Bremen spent 772,100 marks for educational purposes.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,114 square miles; population, 33,799,276.

a. ENGLAND AND WALES. Capital, London; population, 3,533,484.

The following is abstracted from the report of the committee of the privy council on education for the year 1877 :

In the year ending August 31, 1877, the inspectors visited 15,187 day schools in England and Wales, containing 22,033 departments and furnishing accommodation for 3,653,418 pupils. There were on the rolls the names of 3,154,973 children, of whom 1,100,116 were under 7 years of age, 1,929,523 between 7 and 13, and 125,334 above 13. Of these pupils 2,633,198 were present on the day of the inspector's visit, while 2,150,683 were, on an average, in daily attendance throughout the year.

The night schools examined during the year numbered 1,733; 57,785 pupils above 12 years of age were in average attendance.

The inspectors found 24,841 certificated teachers at work in the aided schools, while the training colleges, from which the supply of teachers is mainly recruited, were attended by 3,027 students.

The following table shows the progress made in elementary education since 1870 :

	Years ending August 31—				
	1870.	1874.	1875.	1876.	1877.
Estimated population	22, 090, 163	23, 648, 609	23, 944, 459	24, 244, 010	24, 547, 309
Number of day and night schools inspected.	8, 281	12, 246	13, 290	14, 368	15, 287
Number of departments:					
Day	12, 061	17, 646	19, 245	20, 782	22, 033
Night	2, 504	1, 432	1, 392	1, 474	1, 733
Accommodation:					
Day schools	1, 878, 584	2, 861, 319	3, 146, 424	3, 426, 318	3, 653, 418
Night schools ^a		10, 507	13, 055	14, 810	16, 169
Present at examination:					
Day pupils	1, 434, 766	2, 034, 007	2, 221, 745	2, 412, 211	2, 633, 198
Night pupils	77, 918	36, 720	37, 666	41, 133	50, 203
Average attendance:					
Day pupils	1, 152, 389	1, 678, 759	1, 837, 180	1, 984, 573	2, 150, 683
Night pupils	73, 375	48, 690	48, 382	49, 858	57, 785
Number of teachers:					
Certificated teachers	12, 467	18, 714	20, 940	23, 053	24, 841
Assistant teachers	1, 262	2, 489	2, 713	3, 173	4, 021
Pupil teachers	14, 304	27, 031	29, 667	32, 231	34, 008
Studying in training colleges	2, 097	2, 982	2, 975	3, 007	3, 027

^a Not connected with day schools.

The population under 1,859 school boards amounts to 12,994,977. The sum expended by the school boards in England during the year amounted to £3,187,535 and in Wales to £200,612.

The school board for London.—Following is an abstract of the report for 1878 of Sir Charles Reed, president of the London school board :

The board has under its control 278 schools, with 704 departments. These schools give accommodation for 192,000 children, which is an increase during one year of 36 schools, 112 departments, and 29,092 places. The estimated number of children in the metropolis requiring elementary education is 614,857. Of these the voluntary schools

provided at midsummer last for 278,923 and the board schools for 186,468, so that the entire provision at that time amounted to 465,391 school places. When the works of the board now in progress are completed its share of the supply will reach 240,000, thus securing a total provision for 518,000 children. London has now 203,132 efficient school places more than seven years ago, the increase being 77.4 per cent.

The attendance shows an improvement on previous years. The average number on the roll for the half year ending at midsummer was 192,425, and the average daily attendance 153,819, or 79.9 per cent.

The board schools have 2,378 adult teachers, of whom 406 hold first class certificates and 1,283 second class. These were exclusive of 1,479 pupil teachers and 272 candidates.

The subjects required by the code are the Bible and the principles of morality, reading, writing, arithmetic, grammar, history, elementary geography, and (in girls' departments) plain needlework. Singing is taught in infant schools, with good results. Drawing is taught to all the pupils. Instruction in cookery is given to the female teachers and senior girls.

The acknowledged diminution of juvenile crime in the metropolis may fairly be traced in part to the withdrawal by the board of so many children from the streets. In the whole of London the number of arrests on suspicion of children under sixteen was, in 1877-78, 294 boys and 60 girls, being the smallest number for simple larceny within the decade. In 1877 there were arrested 75,250 persons who could neither read nor write at all, or could do so only with great difficulty, while only 2,732 were arrested who could read and write well.

b. SCOTLAND: Population in 1877, 3,560,715. Capital, Edinburgh; population, 218,729.

The following is an abstract of the official report of the committee of the privy council on education in Scotland for the year 1877 :

Elementary schools.—In the year ending August 31, 1877, the inspectors visited 2,931 day schools to which annual grants were made, containing 3,217 departments under separate teachers and furnishing accommodation, at 8 square feet of superficial area a child, for 535,949 children. There were on the registers of these schools the names of 472,668 children, of whom 105,491 were under 7 years of age, 335,037 between 7 and 13, and 32,140 above 13. Of these pupils 417,699 were present on the day of inspection, while 360,413 were on an average in daily attendance throughout the year.

These figures show a considerable improvement on the returns given in the last report. The accommodation has increased by 79,521 school places, or 17.42 per cent.; the pupils on the register by 38,919, or 9 per cent.; those present at inspection by 41,052, or 10.89 per cent.; and the average daily attendance by 31,330, or 3.52 per cent.

Training colleges.—The inspectors found 4,680 certificated teachers at work in the aided schools, while the 7 training colleges, from which the supply of such teachers is mainly recruited, were attended in 1877 by 1,021 students.

c. IRELAND: Population in 1878, 5,351,060. Capital, Dublin; population in 1871, 245,722.

National schools.—In 1876 there were in operation 7,334 schools connected with the national board. The number of pupils on the rolls who made any attendance during the year was 1,032,215; the average daily attendance, 416,586; the number of male principals, 4,411; of female principals, 2,661; of male assistants, 742; of female assistants, 2,463; total teachers, 10,277, of whom 938 were first class, 2,950 second class, and 6,389 third class.

Reformatory and industrial schools.—These institutions number 10, 5 for males and 5 for females. The number of inmates in 1859 was 140, 94 boys and 46 girls; in 1869, 787, 621 boys and 166 girls; in 1877, 1,077, 824 boys and 253 girls. Of these 1,077 inmates 962 were Roman Catholics and 115 Protestants.

Reformatory and industrial schools in Great Britain.—The annual report to the home

secretary by the inspector of reformatory and industrial schools in Great Britain states that the schools continued to be managed generally with judgment and discretion, and the results compare favorably with those of previous years. The numbers under detention at the end of the year show that there is a growing tendency to increase in the numbers of commitments both to reformatory and industrial schools. "That both classes of schools," says the inspector, "have done and are doing good work may be taken for a fact, for if we look back to the police reports of some twenty or thirty years since we read of a professional class of juvenile criminals, which has in a great measure ceased to exist, owing principally to the action of these institutions."

The number under detention on December 31, 1878, in reformatories was: England—Protestants, 3,601 boys and 795 girls; Roman Catholics, 1,158 boys and 213 girls. Scotland—Protestants, 764 boys and 136 girls; Roman Catholics, 252 boys and 90 girls. Total, 5,775 boys and 1,234 girls.

The receipts of the reformatory schools amounted to £145,120, and the expenditure to £139,327. Of the 127 industrial schools in actual operation on the 31st December, 1878, 94 were in England and 33 in Scotland. They were distributed as follows: England—boys, 44 Protestant and 11 Roman Catholic; girls, 25 Protestant and 8 Roman Catholics; boys and girls, Protestant, 4; Protestant and Catholic mixed, 2. Scotland—boys, 10 Protestant and 2 Roman Catholic; girls, 9 Protestant and 2 Roman Catholic; boys and girls, 8 Protestant; unclassified, 2.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,457,894. Capital, Athens; population, 44,510.

In 1877-'78, Greece had 989 public schools for boys, with 1,041 teachers and 63,156 pupils; 41 private schools for boys, with 3,558 pupils; 138 public schools for girls, with 165 teachers and 11,045 pupils; 26 private schools for girls, with 1,355 pupils; 136 Hellenic (secondary) schools, with 280 teachers and 7,646 pupils, and 18 gymnasia, with 120 teachers and 2,460 pupils.

The University of Athens has four faculties, with 48 ordinary and 19 extraordinary professors. Up to the close of the year 1877, 8,000 students had studied at Athens. There were 1,428 students in various special schools.

ITALY, constitutional monarchy: Area, 114,296 square miles; population, 27,769,475. Capital, Rome; population, 235,302. Minister of public instruction, Sr. de Sanctis.

Popular education has again been made compulsory by law of July 15, 1877. In 1875-'76, Italy had 38,255 public day schools, viz, 18,991 for boys, 14,630 for girls, and 4,634 mixed. The number of private schools during the same year was 9,156, viz, 3,864 for boys, 4,372 for girls, and 920 mixed. The total number of public and private popular schools, therefore, was 47,411. The teaching corps consisted of 47,085 persons, viz, 23,267 males and 23,818 females. Of the 172,604 recruits examined in 1877, 95,442 had received no school education.

The number of scholars enrolled in 1875-'76 was 1,931,617, against 1,008,674 in 1861-'62. Of the 1,931,617 pupils on the rolls, 1,722,669 were in public and 208,948 in private schools; 1,054,469 were boys and 877,148 were girls.

The municipal council of Rome has resolved to abolish obligatory religious instruction in the communal schools.

For secondary education there were, in 1876-'77, 80 government lyceums, with 5,634 pupils, and 104 gymnasia, with 10,423 pupils.

The total number of technical schools in Italy was 323 in 1874-'75. Of these 63 were government institutions, and the rest belonged to the communes, religious corporations, and private persons. The total number of pupils was 22,128, of whom 6,586 were in government schools.

CLXVIII REPORT OF THE COMMISSIONER OF EDUCATION.

For superior education Italy has 21 universities, 17 of which are state institutions, and 4 private. The following table shows the number of students at each university in 1877-'78:

University of —	Number of students in 1877-'78.	University of —	Number of students in 1877-'78.
Bologna.....	551	Pisa	553
Cagliari.....	72	Rome	624
Catania	153	Sassari	77
Genoa	440	Siena	153
Macerata	47	Turin	1,435
Messina	96	Camerino	23
Modena	216	Ferrara	57
Naples	2,648	Perugia	63
Padua	907	Urbino	55
Palermo	360	Total	9,364
Parma	187		
Pavia	642		

NETHERLANDS, constitutional monarchy: Area, 29,527 square miles; population, 3,924,792. Capital, The Hague; population, 104,095.

The following is an abstract of *Verslag van den staat der hooge-, middelbare en lagere scholen in het Koninkrijk der Nederlanden over 1876-1877*:

A new school law has passed the Dutch Chambers and received the sanction of the King. The law requires provision to be made for such education for all children as will make them good citizens. Private schools are allowed. Religious instruction is entirely abolished in the public schools, but the lessons shall be so arranged that the children may find an opportunity to receive religious instruction outside the schools in their respective churches. Compulsory education is not prescribed by law, but parents who neglect to send their children to school cannot receive assistance from the poor fund.

Superior education.—With the elevation of the Athenæum of Amsterdam in 1877 to the rank of a complete university, the Netherlands contain 4 institutions for superior instruction, viz, one each at Amsterdam, Leyden, Utrecht, and Groningen. The following tables show the condition of these institutions in 1876:

Statistics of Dutch universities for 1876.

Faculties.	Number of students at Leyden.	Number of students at Utrecht.	Number of students at Groningen.	Total.
Theology	62	214	28	304
Law	574	142	50	766
Medicine	269	83	63	415
Philosophy and natural sciences	96	34	37	167
Literature	79	33	18	130
Total	1,080	506	196	1,782
Number of students in 1875.....	980	527	177	1,684
Increase	100	(a)	19	98

a A decrease of 21.

Statistics of the Athenæum of Amsterdam, 1875-'76.

Faculties.	Number of students.
Theology.....	12
Law.....	47
Medicine.....	316
Literature.....	15
Philosophy and natural sciences.....	8
Total.....	398

For secondary education there are 51 Gymnasien, with 1,351 pupils; 39 Realschulen, with 4,171 pupils; 10 higher female schools, with 776 pupils, and 19 industrial schools, with 3,929 pupils.

The Netherlands have 3,821 primary schools with 258,289 boys and 234,885 girls. The primary review schools number 195, with 6,076 boys and 4,335 girls.

An educational museum has been established in Amsterdam, being designed to promote the development of the educational system of the Netherlands by temporary and permanent exhibitions of objects relating to school hygiene, school architecture, and school management. Special meetings are to be held in the museum, at which lectures are to be given on the objects of the exhibition.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,057,538. Capital, Lisbon; population, 253,496.

The budget for 1878 contains 1,673,872 francs (\$323,057) for popular schools. In 1876 there were 4,510 schools, with 198,131 pupils; of these 4,510 schools, 2,793 were public and 1,712 private.

For secondary education there were 21 lyceums, with 2,457 pupils. The University of Coimbra had 865 students in 1876-'77.

RUSSIA, absolute monarchy: Area, 8,444,766 square miles; population, 87,799,000. Capital, St. Petersburg; population, 667,963. Minister of public instruction, Count D. Tolstoy.

The following are the principal provisions of the recently published school regulations: The object of the public schools is to fortify in the population moral and religious deas and to teach indispensable elementary branches. The course of study contains religion, the mother tongue, writing, the four rules of arithmetic, and the singing of hymns. The schools are open to all children without distinction of religious or social position. If circumstances do not permit the separation of the two sexes they have to be educated together. The administrators of schools establish gratuity of instruction, or fix the amount of school fees. Private persons may not establish schools without the authorization of the school council of the district. The district and provincial school councils are appointed by the central civil and ecclesiastical authorities.

Condition of education.—The Sanct Petersburger Zeitung contains the following data relative to the condition of education in Russia:

The school budget for 1878 amounts to 15,971,239 roubles (1 rouble = 73.4 cents). The number of universities is eight. They are situated at St. Petersburg, Moscow, K̄harkof, Kazan, Odessa, Kief, Dorpat, and Warsaw. The following tables give the statistics of these schools for 1874:

Statistics of Russian universities for 1874.

Universities.	Faculties.										Total number of students.	Number of hearers.	Grand total.
	Theology.	History and philology.		Law.		Mathematics and natural sciences.			Medicine.	Oriental languages.			
		Section of political sciences.	Section of history and philology.	Section of law.	Section of administrative law.	Section of mathematics.	Section of natural history.	Section of physics and chemistry.					
St. Petersburg .....	.....	.....	98	548	46	194	218	.....	.....	46	1, 150	73	1, 223
Moscow .....	.....	.....	75	328	.....	104	22	.....	631	.....	1, 161	40	1, 201
Kharkof .....	.....	.....	28	138	.....	26	14	7	194	.....	407	23	430
Kazan .....	.....	.....	46	115	26	39	13	.....	223	.....	462	50	512
Odessa .....	.....	.....	39	143	.....	25	50	2	.....	.....	259	22	281
Kief .....	.....	.....	59	171	.....	27	21	.....	416	.....	694	78	772
Dorpat	85	24	68	189	.....	31	62	.....	294	.....	753	.....	753
Warsaw .....	.....	.....	35	171	.....	34	17	.....	225	.....	482	38	520
Total	85	24	448	1, 803	72	480	418	9	1, 983	46	5, 368	324	5, 692
		472		1, 875		907							

Scholarships and subsidies in Russian universities in 1874.

Universities.	Number of scholarships.	Amount.	Number of subsidies.	Amount.	Total amount of scholarships and subsidies.
		<i>Roubles.</i> ¹		<i>Roubles.</i>	<i>Roubles.</i>
St. Petersburg	360	88,961 38	495, from 10 to 100 roubles	16,542 00	105,503 38
Moscow	395	99,243 67	558, from 10 to 50 roubles	10,723 30	109,966 97
Kharkof	146	35,892 88	178, from 30 to 60 roubles	7,364 33	43,257 21
Kazan	196	46,442 85	250, from 30 to 60 roubles	8,988 99	55,431 84
Odessa	112	24,752 51	31, from 20 to 50 roubles	950 00	25,702 51
Kief	110	19,749 9	256, from 10 to 120 roubles	7,625 00	27,374 9
Dorpat	73	13,171 10	67, from 10 to 30 roubles	1,160 00	14,331 10
Warsaw	114	23,058 10	475, from 5 to 20 roubles	7,231 00	30,290 65
Total	1,506	351,272 23	2,310, from 5 to 120 roubles	60,585 52	411,857 75

¹The rouble = 73.4 cents.

There are besides 195 Gymnasien and Progymnasien, with 50,701 pupils; 56 Real-schulen, with 10,888 students; 53 clerical seminaries, with 12,227 students; 223 female high schools, with 34,878 pupils; 68 teachers' seminaries, with 4,968 pupils, under the ministry of public instruction, besides 10 under other control, the number of pupils in which is not given; and 25,491 elementary schools, with 1,074,559 pupils.

Pedagogical museums.—There are two pedagogical museums in St. Petersburg, one specially intended for higher primary, the other for lower primary schools. They aim

to keep teachers informed of the new school manuals and appliances which appear and facilitate their choice of the books and apparatus which will be the most serviceable in the different parts of the empire. There are smaller collections of the same kind in most of the pedagogical seminaries.

SPAIN, constitutional monarchy : Area, 182,758 square miles ; population, 16,222,814. Capital, Madrid ; population, 367,234. Minister of the interior, F. Romero y Robledo.

Spain has 29,047 schools, 22,884 public and 6,163 private. The total number of pupils is 1,633,288.

In December, 1877, there were 16,745 persons in Spanish prisons, 15,997 males and 748 females. Of these, 10,545 could neither read nor write, 794 read only, 5,112 read and write, and 294 had received a higher education.

Schools in Madrid.—Madrid has 36 elementary schools, 6 infant schools, and 4 review schools for boys, and 37 elementary schools, 6 infant schools, and 4 review schools for girls. The total number of pupils of all these schools is 9,869. There are besides 149 private schools for boys and 192 private schools for girls, with 14,172 pupils.

There have also been established 3 Kindergärten, which are in a flourishing condition.

SWEDEN, constitutional monarchy : Area, 170,979 square miles ; population, 4,484,542. Capital, Stockholm ; population, 165,677.

The following is an abstract of the article "Education," in the Swedish Catalogue for the Paris Exhibition in 1878 :

Primary schools.—Primary education in Sweden is regulated in accordance with a law of June 13, 1842, with several amendments made to meet the growing wants of the people. According to this law there must be in every community and in every parish at least one primary school, stationary if possible, with a teacher who has been educated at a seminary. Two or more parishes forming one pastorate may, however, on account of poverty or sparseness of population, unite in one school district. They may also employ ambulatory teachers if they cannot afford to establish a stationary school. The stationary schools are chiefly found in towns and villages and the ambulatory schools in places where the population is small in proportion to the extent of territory. There is still a third kind of schools, infant schools, which are both stationary and ambulatory. They were first established in 1853.

In 1858 the so-called higher national schools were established, the object of which is to give to those children of the working classes who are desirous of obtaining a higher education an opportunity to do so without leaving their usual occupations.

School statistics.—In 1874, when the population of Sweden numbered 4,341,559, there were 3,825 primary schools (2,676 stationary and 1,149 ambulatory), 4,298 infant schools, and 10 higher national schools. Besides the public schools there is a large number of private schools, especially in the cities. Education is compulsory for all children of school age, 7 to 14. In December, 1874, the school population was 738,204, or 17 per cent. of the total population. Of these 738,204 children, 374,234 were boys and 363,970 girls. The number of children attending primary schools in 1874 was 615,135, or 83.3 per cent. of the school population. But it has to be taken into consideration that 9,267 children of school age attended the secondary schools, 29,066 various private schools, and 67,021 received an education at home. The total number of children of school age receiving school or home education amounts to 720,489, or 97.6 per cent. of the total school population. Two thousand six hundred and five children of school age were either mentally or bodily disabled, and 15,110 did not attend school for other reasons.

The number of male teachers in 1874 was 4,803 and of female teachers 4,092. For the training of teachers Sweden has 7 male and 4 female normal schools. In 1877 the male normal schools had 763 pupils and the female normal schools 315.

Secondary schools.—The object of the public secondary schools supported by the state is to impart a general education (law of January 29, 1859) above the standard of the primary schools and an elementary knowledge of the sciences which are more thoroughly

treated at the university or some other higher institution of learning. These secondary schools are called in Sweden "elementarläroverk," or elementary schools, since the elements of science are treated. The higher elementary schools have seven classes, and the lower elementary schools three or five. Besides the 78 secondary schools there are 18 so-called "pedagogies." These schools have about the same object as the lower secondary schools.

The course of study in secondary schools covers 9 years of 36 weeks each. The number of lessons is from 27 to 32 a week exclusive of the time devoted to singing and gymnastics.

The subjects of instruction in the different departments and classes and also the number of hours a week fixed for each subject will be seen by the following plan of instruction:

Subjects.	Regular course.					Classical course.				Practical course.			
	First class.	Second class.	Third class.	Fourth class.	Fifth class.	Sixth class.		Seventh class.		Sixth class.		Seventh class.	
						First division.	Second division.	First division.	Second division.	First division.	Second division.	First division.	Second division.
Religion.....	3	3	3	2	2	2	2	2	2	2	2	2	2
Swedish.....	5	6	6	4	3	2	2	2	2	2	2	3	3
Latin.....				a8	a8	8	8	7	7				
Greek.....						7	7	5	5				
German.....	6	7	7	4	3	1	1			2	2		
French.....					3	4	4	5	3	4	4	5	5
English.....				b8	b8					3	3	3	3
Mathematics.....	4	5	5	5	5	3	3	4	4	7	7	6	6
Natural sciences.....	2	2	2	2	2								
History and geography.....	4	5	5	5	4	3	3	3	3	3	3	4	4
Philosophical propædæutics.....									2			2	2
Natural history.....						2	2	2	2	1	1		
Physics.....										4	4	2	2
Chemistry.....										2	2	3	3
Mineralogy.....													
Penmanship and drawing...	3	2	2							2	2	2	2
Number of hours per week	27	30	30	30	30	32	32	30	30	32	32	32	32

a Only for pupils not studying English.

b Only for pupils not studying Latin. One of these hours may be devoted to instruction in drawing.

The total number of pupils in the secondary schools is 13,337. The number of pupils in private secondary has not been ascertained. Higher schools for girls are found in almost every city.

Superior education.—Sweden has two universities: Upsala, the oldest in the North, established in 1477, and Lund, established in 1668. In 1877, Upsala had 1,484 students, and Lund 575. The number of professors in Upsala is 115 and in Lund 72.

Technical education.—Technical education in Sweden is provided for in lower and higher technical schools. The first named are intended for the instruction of workmen who are engaged during the day, and are open on Sundays and every evening during the week. There are four principal institutions of this class—at Norrköping, Malmö, Örebro, and Borås—all of them being affiliated with the elementary technical schools in the same towns—with a school intended exclusively for iron and steel workers.

The number of pupils in these 5 schools was 1,318 in 1877. They are in general maintained at the expense of the various communes, but the school for iron and steel workers is a government school, with an annual grant of 6,600 crowns. The state, moreover, aids the primary schools, 20,000 crowns being annually appropriated for this purpose on condition that each commune contributes an amount equal to the government grant. The elementary technical schools, in the four towns above mentioned, give a higher grade of instruction, involving a course of three years, and including chemistry, mechanics, mineralogy, geology, mathematics, and practical work in the shop. Each staff consists of 4 lecturers, a workshop instructor, and 5 assistant teachers. The four schools together had 366 pupils in 1877, and the grant for 1878 amounted to 99,400 crowns.

Chief of the higher technical schools, the school of arts and trades at Stockholm was established in 1846, and has a large staff of teachers, consisting of 14 head teachers, 17 regular teachers, and from 50 to 60 assistant teachers. In 1877, the number of students was 2,673, of whom 810 were women and girls.

At Borås there is also a school for textile weaving, the course of instruction in which is from 18 months to 2 years. It had 39 pupils in 1876-'77.

The Chalmers industrial school at Gothenburg was formed by a bequest in 1811, though it did not commence operations until 1829. It furnishes a much higher class of education in natural science for those who are going into the various professions. The staff consists of 1 director, 3 lecturers, 8 assistant teachers, and a demonstrator, with such number of assistants as is found necessary. The number of students in 1877 was 124, besides 53 occasional attendants. Although the Chalmers school was founded by a private person, the state contributes about 40,000 crowns a year to its support.

The polytechnic school at Stockholm in 1869 absorbed the mining school at Falun. The course of study occupies from three to four years, and the teaching is given by 12 professors, 6 lecturers, 5 assistant teachers, and several special teachers. The attendance in 1876-'77 was 277, and the state contribution in 1878 was 133,200 crowns.

SWITZERLAND, confederate republic: Area, 15,992 square miles; population, 2,776,035. Capital, Berne; population, 36,001.

There are three universities in Switzerland: one at Basel, with 69 professors and 244 students; one at Berne, with 87 professors and 361 students; and one at Zürich, with 83 professors and 352 students. The colleges at Waadt, Neuenburg, and Genf, in French Switzerland, also enrolled 647 students.

For special education there is a school of veterinary surgery at Berne with 7 professors and 19 students, and a polytechnic school at Zürich, with 1,014 students.

From the Swiss educational reports for 1878, it appears that there are 1,530 primary schools reported, with 7,142 classes, 429,689 pupils, and 7,963 teachers. The 3,185 female industrial schools also had 101,710 pupils, with 2,286 female teachers. In the industrial, trade, and review schools for boys (*Fortbildungsschulen*), which numbered in all 818, 14,202 pupils were reported.

In 8 cantons, 355 infant schools contained 17,025 children. In private schools of different grades for both sexes 10,139 pupils were enrolled.

The secondary schools, among which are included some higher industrial schools and normal seminaries, enrolled 30,812, 21,192 boys and 9,620 girls.

II.—ASIA.

INDIA, British colony: Area, 908,350 square miles; population, 191,168,412.

The following data have been translated from Seyffarth's *Allgemeine Chronik des Volksschulwesens* for 1878:

In Burmah the total expenditure for educational purposes in 1875 amounted to \$133,000. The government aided 1,170 schools. The total number of pupils of all the schools was 33,027.

The province of Assam, with a population of over 4,000,000, has 1,191 schools, with 29,925 pupils. The expenditure for educational purposes amounted to \$24,000 in 1875.

In 1876, Lord Lytton, viceroy of India, laid the foundation of the first Anglo-Mohammedan university for India.

JAPAN, absolute monarchy: Area, 160,474 square miles; population, 34,084,784. Capital, Tôkiô; population, 813,500. Acting minister of education, Tanaka-Fujimaro.

The following is an abstract of the report of the minister of education for 1876:

Elementary schools.—The number of elementary schools in all the seven school districts was 24,947, of which 23,487 were public and 1,460 private. The number of teachers was 52,262, of whom 49,294 males and 983 females were in the public schools and 1,720 males and 265 females in private schools. The number of pupils was 2,067,801, 1,493,583 boys and 501,887 girls in public schools and 47,258 boys and 25,073 girls in private schools. On an average there were 39.57 pupils to one teacher, and one pupil to every 16.48 inhabitants. Compared with the preceding years, it will be found that the number of public schools has increased by 1,499, that of the teachers of public schools by 9,228, and that of the pupils of public schools by 191,441; while the number of private schools has decreased by 777, that of teachers of private schools by 1,467, and the number of pupils of private schools by 49,766. If the number of both public and private elementary schools, 24,947, be compared with the school population, 5,160,918, it will be seen that there was one elementary school to every 206 of the school population.

Middle schools.—There were 201 middle schools, 18 public and 183 private. The number of teachers was 421, of whom 405 were native male teachers, 12 native female teachers, and 4 foreign male teachers. The number of pupils was 11,570, 10,540 males and 1,030 females. These figures, compared with the preceding year, show an increase of 85 schools, 156 teachers, and 5,950 pupils.

Normal schools.—The number of elementary normal schools was 102, of which 7 belonged to the government and 91 were established at public expense. There were only 2 normal colleges for the training of teachers for middle schools. The total number of teachers of normal colleges was 28 and that of students 157. The number of teachers of elementary normal schools was 709, of whom 690 were males and 19 females. The number of students was 8,815, of whom 8,352 were males and 463 females.

These figures show that there is an increase over the preceding year of 12 elementary normal schools, 121 teachers, and 1,119 students, and an increase of 2 normal colleges, 28 teachers, and 157 students.

Colleges of special sciences.—The Tôkiô Kaiseigakko (school of science) had 39 teachers, 21 natives and 18 foreigners, and 234 students. The Tôkiô Igakko (medical college) had 31 teachers, 23 natives and 8 foreigners, and 573 students. Besides the above named colleges there were 5 public and 6 private colleges for special sciences, with a total number of 125 professors and 1,331 students.

Foreign language schools.—The number of foreign language schools was 92, of which 9 belonged to the government, 6 were instituted at public expense, and 77 belonged to private individuals. There was one foreign language school in which French, German, Russian, and Chinese were taught, 87 in which English, one in which French, and one in which German was taught. The number of teachers was 442, of whom 377 were natives. The number of pupils was 6,292, 5,825 males and 467 females.

Text books.—There are 162 different kinds of text books used in elementary schools, of which 60 are published by the department of education, 25 by other departments, and 77 by private publishers.

Students in foreign countries.—There are at present 21 students in foreign countries at the expense of the department of education. Two of the students entered the law department of the Boston University, one the law department of Harvard University, one the law department of Columbia College, three the mining department of the same college, two the Rensselaer Polytechnic Institute at Troy, N. Y., one the École centrale des arts et métiers at Paris, and one the mining school at Freiberg, Saxony.

III.—AFRICA.

ALGERIA, French colony: Area, 198,960 square miles; population, 2,867,626.

Algeria has 631 primary schools, 526 of which are public and 105 private; 202 for boys, 228 for girls, and 201 mixed. The number of pupils is 51,075, 25,700 boys and 25,375 girls. For infants there are 163 *salles d'asile*, which are attended by 19,661 children. The adult schools number 141, with 4,362 male and 396 female attendants.

IV.—SOUTH AMERICA AND NORTH AMERICA.

ARGENTINE REPUBLIC, confederate republic: Area, 515,709 square miles; population, 1,877,490. Capital, Buenos Ayres; population in 1878, 200,000.

The following has been abstracted from the *Catalogue général détaillé* of the Argentine Republic for the Paris Exposition of 1878:

The Argentine Republic devotes every year \$2,000,000 to public instruction. Buenos Ayres alone, where instruction is gratuitous and obligatory, spends \$1,000,000 a year. There are 1,368 public primary schools, with 89,568 pupils; 578 private primary schools, with 26,676 pupils; 5 graded public schools, with 528 pupils; 6 practice schools, with 1,118 pupils; 2 practice schools at Buenos Ayres, with 618 pupils; 23 public evening schools for workingmen, with 2,304 attendants; 14 national colleges, with 1,921 students; 10 provincial and private colleges, with 780 students; 5 male normal schools, with 299 students; 1 female normal school, with 22 students; 2 female normal schools at Buenos Ayres, with 150 students; 1 university at Buenos Ayres, with 1,256 students; 1 university at Cordova, with 296 students; and 14 special schools, with 1,390 students—a total of 2,031 schools, with 127,036 students.

BRAZIL, constitutional empire: Area, 3,287,964 square miles; population, 10,108,291. Capital, Rio de Janeiro; population, 274,972.

In 1875 Brazil had 5,716 primary and secondary schools of all kinds, with 188,270 pupils. The polytechnic school at Rio has 44 professors and 417 students. A decree of November 30, 1876, creates two normal schools at Rio for the training of primary school teachers.

In the province of Rio Grande do Sul there are many German schools under the control of foreign teachers. These schools are in a flourishing condition, despite the many obstacles to be overcome.

CANADA (Dominion of Canada), British possession: Area, 3,540,000 square miles; population, 3,686,096. Capital, Ottawa; population, 21,545.

Public instruction, in most of the provinces, is under the control of a council of education and of one or more superintendents. Instruction is entirely gratuitous in the province of Ontario. In the provinces of Ontario, Manitoba, and British Columbia, education is compulsory. In the province of Quebec no compulsory laws are in existence, but the parents have to pay school fees for all their children of school age, 7–14, whether they send them to school or not. The children of the poor are in all provinces admitted free to the public schools. The number of female teachers is larger by far than that of male teachers.

a. BRITISH COLUMBIA: Area, 356,000 square miles; population, 33,586. Capital, Victoria. Superintendent of education, John Jessup.

The following is an abstract of the official report for 1876–77:

The number of children in the province between the ages of 5 and 16 is 2,734; 1,888 of these children are in actual attendance more or less regularly. To these may be added 50 reported “of other ages,” making 1,938 in all, 1,072 boys and 866 girls—an increase of 253 over last year. One hundred children are reported as absentees. The above figures do not include the children of the three principal centres of population, Victoria, Nanaimo, and New Westminster. The average salary of teachers is \$702.07 per annum.

The high school has just completed its first year. Attendance, from the commencement, has been large—60 pupils on the rolls and 49 of an average. The course of study includes geography, grammar, rhetoric, composition, mythology, botany, physiology, natural philosophy, astronomy, chemistry, arithmetic, algebra, mensuration, Euclid, book-keeping, Latin, Greek, modern languages, drawing, and music.

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b. NEW BRUNSWICK: Area, 27,322 square miles; population, 235,594. Capital, Fredericton. Chief superintendent of education, Theodore H. Rand.

New Brunswick has 1,168 primary schools, with 60,513 pupils; 1 normal school, with 109 pupils; 23 secondary schools, with 2,827 pupils; 3 colleges, with 186 students; and 4 special schools, with 224 students.

c. NOVA SCOTIA: Area, 21,731 square miles; population, 387,800. Capital, Halifax; population, 29,532. Superintendent of education, A. S. Hunt.

Nova Scotia has 1,729 primary schools, with 91,993 pupils; 1 normal school, with 112 pupils; 18 secondary schools, with 3,285 students; 6 colleges, with 197 students; and 5 special schools, with 279 students.

d. ONTARIO: Area, 107,780 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Minister of education, Adam Crooks.

The following is an abstract of the report of the minister of education for 1877:

The total receipts for all public school purposes for the year 1877 amounted to \$3,423,185, showing an increase of \$29,529 over the preceding year. The total expenditure amounted to \$3,073,489, an increase of \$67,033. The school population (5-16) was 494,804, a decrease of 7,446; the number of children 5 to 16 in attendance, 469,241, an increase of 4,877; number of children of other ages attending school, 21,619, a decrease of 4,554; total number of children attending school, 490,860, an increase of 323. The number reported as not attending any school is 15,974. The average daily attendance was 217,184, an increase of 4,701.

The number of Roman Catholic separate schools is 185, an increase of 18. The number of pupils in the separate schools was 24,952, a decrease of 342; average attendance, 12,549, a decrease of 230. The number of teachers of separate schools was 334.

High schools.—The total receipts for high schools in 1877 was \$357,520; the total expenditure, \$343,710. The number of pupils in English grammar and literature was 8,819; in composition, 8,772; in reading, dictation, and elocution, 8,762; in penmanship, 6,807; in linear drawing, 2,755; in book-keeping, 3,621; in arithmetic, 9,227; in algebra, 8,678; in geometry, 8,113; in logic, 9; in mensuration, 4,435; in history, 9,106; in geography, 9,158; in natural philosophy, 2,168; in chemistry, 2,547; in natural history, 325; in physiology, 539; in French, 3,091; in German, 442; in Latin, 4,955; in Greek, 871; in gymnastics and drill, 1,067.

Free public libraries.—The number of libraries, exclusive of subdivisions, is 1,499; the number of volumes, 231,135.

The educational museum.—The educational museum forms a valuable part of the Ontario school system. It consists of a collection of school apparatus for public and high schools, of models of agricultural and other implements, of specimens of the natural history of the country, and of casts of antique and modern statues and busts; there are also copies of some of the works of the great Dutch, Flemish, and Spanish masters, and the Italian school of painting is particularly well represented. It also contains many objects of improved school appliances and architecture, as well as collections for promoting art, science, and literature.

e. PRINCE EDWARD ISLAND: Area, 2,133 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Superintendent of education, Edward Manning.

Prince Edward Island has 390 primary schools, with 14,410 pupils; 1 normal school, with 84 pupils; 25 secondary schools, with 1,344 pupils; and 2 colleges, with 120 students.

f. QUEBEC: Area, 195,355 square miles; population, 1,191,516. Capital, Quebec; population, 59,695.

The following statistics are taken from the official report for 1877-78:

Number of universities, 3, with 85 teachers and 731 pupils; secondary schools, 225, with 1,261 teachers and 33,045 pupils; normal schools, 3, with 49 teachers and 306 pupils; special schools, 17, with 94 teachers and 1,866 pupils; primary schools, 4,453, with 5,250 teachers and 201,141 pupils; total, 4,701 schools, 6,739 teachers, and 237,089 pupils. Of these schools 4,209 are under government control.

JAMAICA, British colony: Area, 4,250 square miles; population, 506,154. Capital, Kingston; population, 33,000. Inspector of schools, John A. Savage.

The official report for 1877 says that, of the children between the ages of 5 and 15 years, there are only 40.64 per cent. enrolled in the schools, showing that a great many more schools are still needed to meet the wants of the population, as well as the adoption of some means to induce a greater attendance in the existing schools. The following table shows the condition of schools in 1868, 1876, and 1877:

Years.	Number of schools.	Pupils.			Government grants.	Classes of schools.				
		On the rolls.	Average attendance.	Present on inspection day.		First.	Second.	Third.	Exceptional.	Failure.
1868	286	19,764	12,216	14,453	£2,978	1	6	89	88	102
1876	569	46,270	27,270	32,659	16,250	45	157	314	18	35
1877	583	50,332	29,185	35,516	17,448	51	161	330	15	26

VENEZUELA, federal republic: Area, 403,261 square miles; population, 1,784,194. Capital, Caracas; population, 48,897.

The following is taken from a report on education in the state of Zulia, United States of Venezuela, kindly furnished by Mr. E. H. Plumacher, United States commercial agent at Maricaoibo:

Primary instruction in the state of Zulia is in charge of a board composed of 7 members and 7 subordinates, under the jurisdiction of the executive power of the state. In each municipality of the state there must be a school for boys and one for girls. For higher education there is a college at Maricaoibo, with 11 professors and 246 pupils.

Besides the compulsory and voluntary state schools there are several private schools and colleges for boys and girls. The municipal schools number 23, 15 for boys and 8 for girls. These schools are attended by 968 male and 618 female pupils. The federal schools number 18, 16 for boys and 2 for girls, and the pupils 748, 643 boys and 105 girls. The 26 private schools (15 for boys and 11 for girls) have 463 male and 271 female pupils.

V.—AUSTRALASIA.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 629,776. Capital, Sydney; population, 134,756.

The following table taken from the report of the council of education for 1877 shows the number of pupils in the various schools from 1867 to 1877:

Year.	Public schools.	Provisional schools.	Half-time schools.	Denominational schools.	Total.
1867	28,434	733	267	35,306	64,740
1868	34,234	3,113	593	35,930	73,920
1869	37,593	4,788	1,242	37,026	80,649
1870	39,731	5,185	1,445	36,460	82,821
1871	43,494	5,633	2,267	35,919	87,313
1872	46,458	6,673	1,792	33,564	88,487
1873	48,831	7,466	2,209	33,512	92,018
1874	53,702	8,002	2,462	36,218	100,384
1875	58,811	8,786	2,350	34,509	104,456
1876	64,414	9,196	2,265	35,394	111,269
1877	71,794	8,707	2,213	34,538	117,252

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The average enrolment in 1877 was 80,929, and the average daily attendance 54,593. There were enrolled in the training school for teachers 89 students, 43 males and 46 females. The receipts in 1877 amounted to £321,646, and the expenditure to £276,940.

QUEENSLAND, British colony : Area, 669,520 square miles ; population, 187,100. Capital, Brisbane ; population, 30,883.

The official report for 1878 contains the following :

There were in 1878 305 schools in operation, against 286 during the year 1877, an increase of about 7 per cent. The number of teachers has increased from 777 in 1877 to 858 in 1878. The total number of children enrolled increased from 38,646 in 1877 to 40,661 in 1878, an increase of 2,015. The average daily attendance increased from 19,945 in 1877 to 20,994 in 1878, an increase of 1,049. The total expenditure for school purposes in 1878 amounted to £99,117.

SOUTH AUSTRALIA, British colony : Area, 903,690 square miles ; population, 213,271. Capital, Adelaide ; population, 31,573.

The report of the council of education for 1877 contains the following data :

The number of children reported as having been under instruction during the year is 30,959 ; 23,696 in public schools and 2,263 in provisional schools. The total number of students in training for teachers during the year was 54. Schools for infants have been opened in connection with the North Adelaide and Norwood model schools. There were 44 evening schools open during the year, at which 1,069 pupils received instruction.

VICTORIA, British colony : Area, 83,198 square miles ; population, 840,300. Capital, Melbourne ; population, 247,079.

The official report for 1878 furnishes the following data :

Number of schools, 1,626 ; number of children enrolled during the year, 234,519, viz, 123,514 boys and 111,005 girls : number of children in average attendance during the year, 116,015, 61,091 boys and 54,924 girls. The above figures include the state and capitation schools. The number of teachers employed was 3,860, 1,431 head teachers, 807 assistants, 571 work-mistresses, and 1,051 pupil teachers.

DR. MURRAY'S RETURN FROM JAPAN.

Ever since the visit of Hon. F. Tanaka to this country in 1872 this Office has sustained intimate relations with the department of education in Japan. In the system of education which has rapidly developed in the empire under the fostering care of the present Mikado, the influence of our own country is distinctly marked. It is seen in the classification of the schools, in the organization of normal schools, in the conduct of female education, and in the system of reports. The influence thus exerted on Japanese education is due to the study of our systems, to the introduction of teachers and officers from the United States, and in particular to the work of Hon. David Murray, who assumed the office of adviser to the Japanese department of education August, 1873, and continued in the discharge of his responsible duties until the present year. The following letter from Mr. Stevens, acting *chargé d'affaires ad interim* of the United States at Tôkiô, to Hon. Wm. M. Evarts, Secretary of State, forwarded to the Secretary of the Interior and by him transmitted to this Office, indicates the value placed upon Dr. Murray's services in the empire and the progress realized during his association with the department of education :

UNITED STATES LEGATION,
Tôkiô, Japan, December 23, 1878.

SIR : On the 18th instant Dr. David Murray, the American gentleman who has acted for the past five years in the capacity of adviser to the Japanese department of education, received from His Majesty the Emperor the decoration of the third class of the order of merit and from the department of education a present of fifteen hundred yen.¹

¹ The Japanese yen = 99.7 cents.

Dr. Murray's engagement has terminated and he is about to return to the United States. The marks of distinction conferred upon him by the Japanese Government, well deserved as they are, are as gratifying to his countrymen in Japan as they must be to himself. No foreigner in the service of this government has had a nobler field than he, and none, I am sure, have acquitted themselves more creditably.

The advance of education in this empire within the past five years has been one of the most encouraging signs of the progress of Japan. Not only is this true of the training in the colleges of this and other cities of large numbers of students in the sciences, professions, and foreign languages, but also of the general diffusion of knowledge by the systematization of primary education and the establishment of normal schools in all parts of the country. The attention paid to bettering the condition of the women of Japan by establishing institutions for their higher education is not the least noticeable feature of the work done by the department of education during Dr. Murray's term of service. In this, as in other directions, the officials of that department cordially acknowledge their obligations to his trained knowledge and intelligent advice.

I have the honor, &c.,

D. W. STEVENS.

Hon. WM. M. EVARTS,
Secretary of State.

UNITED STATES EDUCATION AT THE PARIS EXPOSITION.

The profound interest taken by the leading statesmen of the French Republic in the condition and progress of education in the United States led our educators to desire as complete a representation as possible at the Paris Exposition. They were gratified that Congress saw fit to make special provision for the representation of agriculture, and they could not understand why similar provision should not be made for American education. A committee of their appointment, whose chairman was Hon. J. P. Wickersham, communicated their views in strong terms to this Office and to the Department of State, indicating a fear that the inadequate provisions for the educational exhibition were likely to render it desirable not to undertake the matter at all. I called the attention of Hon. R. C. McCormick, Commissioner General, to the importance of this department of the exhibition and the interest of French statesmen in the subject, and found that both he and the Department of State heartily appreciated the situation and desired extremely that the best course possible under the circumstances should be pursued. A conference of leading educators was held, at which valuable suggestions were made, but no plan adopted. It was finally decided by General McCormick, with the concurrence of the Department of State, to select a man most competent for the duty, and to place at his discretion the restricted floor space available at so late a date and the very limited funds that could be set apart for this department of the exhibition in view of the refusal of Congress to make any special appropriation therefor.

Hon. J. D. Philbrick, of Mass., was selected; a graduate of Dartmouth College, for some time successful as a teacher and afterwards as principal of a normal school in Connecticut, secretary of the board of education in that State, and later for many years known as the able superintendent of instruction in the city of Boston, he was well known personally to many teachers, but more widely through his unique series of reports as superintendent and his participation in the exhibition at Vienna in 1873 and in that at Philadelphia in 1876. His appointment was recognized as most fit, and assured for his plans the prompt and hearty coöperation of those among us interested in participating in this department of the Exposition.

Vessels to take goods were to depart on the 3d and 5th of March, and Dr. Philbrick at once (February 18) issued a circular giving information necessary for the preparation and forwarding of articles from school systems, colleges, schools, and individuals.

This Office supplied Dr. Philbrick and his clerk with desks in its rooms and such other aid as was in its power to facilitate his difficult task. It possessed a collection of information in regard to each of the several subjects treated in its table of statistics that with slight expense could have been put in shape so as to represent education in the United States as never before, but in the cramped condition of its means

this was impossible and only such a representation was attempted as could be made without additional cost.

Dr. Philbrick, on arriving at Paris, found the space assigned to him favorably situated but very inadequate in size; he also experienced his full share of the embarrassments usually met with in the installation of such a collection; but, master as he was of the subject and of its progress and condition in the United States and of the material furnished him, he soon disposed of the articles in such a way as to make his department for the study of a nation's education one of the most attractive in the Exposition.

The following letter from Dr. Philbrick conveys an excellent idea of the condition, classification, appearance, and significance of this collection:

PARIS, *August 8, 1878.*

DEAR SIR: The American educational exhibit has been prepared, installed in the palace of the Champ de Mars, examined by the three juries of the educational classes of the Exposition, and recompensed in accordance with their estimate of its merits.

There yet remain two things to be done to complete the work: first, the preparation of a detailed catalogue for the use of foreign visitors, which until this time it has not been possible to make, and, second, a statement as to the character of the exhibit, for the benefit of educators at home who wish to know in what manner American education is represented at this Exposition.

Such a statement I now propose to make in this communication to you, for such use as may seem to you fitting. I shall not, of course, attempt to enumerate all the contents of the exhibit. I shall, however, endeavor to present such generalizations and summaries and make such mention of particular and characteristic objects as will convey an intelligent idea of the nature, scope, and value of the exhibit.

THE PLAN OF THE EXHIBIT.

The plan of the exhibit as set forth in my first circular dated February 18, 1878, and hereto appended, was determined largely by the conditions under which the work had to be undertaken, if undertaken at all, namely: the shortness of the time allowed for the preparation (only about four weeks to the sailing of the last vessel employed in the transportation), the small amount of money set apart to defray the expenses of procuring the materials and getting them ready for shipping (\$1,400), and the limited space which could be spared for its installation (thirty feet square). The actual space, assigned is about twenty-two feet of front by twenty-five feet of depth. An unexpected obstacle to success was encountered in the unavoidable delay in assigning the space, which was not definitely designated until very near the time of the opening of the Exposition. It was necessary therefore to make choice of such materials as would involve little or no expense, require but a short time in the preparation, and occupy the smallest possible amount of space. The aim was to represent as far as practicable, in view of these limitations, the different grades and systems of education, both general and special, not only in respect to the materials and appliances of instruction and training, but also in respect to the results attained,—to bring together types, specimens, and illustrations of the best things in their respective categories, comprising: the Kindergarten; the elementary common school, graded and ungraded; the normal school, city and State; the free high school; the academy, preparatory school, and female seminary; the college pure, with no special departments; the college mixed, having one or more special schools attached; the principal types of universities and higher technical schools; the female colleges; the public libraries, and the institutions for the instruction of the deaf and dumb, the blind, and the feeble-minded.

Of course it was not possible to realize fully this ideal: in some cases the best things were not to be obtained.

THE FRAMEWORK OF THE INSTALLATION.

Having brought together in pursuance of this plan such materials as could be secured, the next thing to be done was to organize them, to arrange them as systematically as possible with a due respect to comeliness of appearance and convenience of access. The narrowness of the space presented a serious embarrassment, as it was considerably less than that on which the plan of the collection had been based, but the lack of room was in some degree compensated by the excellence of the location allotted; in my judgment it is the best spot for the purpose in the whole American section.

It is in a corner near the main entrance from the Street of the Nations, fronting on a wide passage way which separates it from the offices of the Commission, being ad-

mirably lighted by large panes of glass at the top of the outside wall. The corner location affords high wall space on the two adjacent sides. The other two walls which had to be constructed are less high, and the front one is mostly open, the space below the wide entablature being used for hanging pictures of edifices with the middle of the lower part occupied by a counter with twenty drawers under it. On either side, extending from front to rear, are cases having shelves from top to bottom and glass doors. The woodwork is painted black with vermilion trimmings. The interior of the walls is covered with canvas of a maroon color, and the floor, which is raised six inches above the passage way, is covered with a substantial green and black carpet which harmonizes well with the black cases.

Every available inch of floor space is occupied with other cases having shelves or drawers from top to bottom, the principal one also answering the purpose of a large table. The architectural design of our structure is shown in the photograph herewith sent. It is not elaborate or pretentious, and if it cannot claim to be a specimen of high art, its simplicity conveys, at least, a suggestion of elegance. The two panels at the base of the façade between the entrances at the sides bear the following inscriptions:

C'est dans le gouvernement républicain que l'on
a besoin de toute la puissance de l'éducation.¹
MONTESQUIEU.

Promote, as an object of primary importance,
institutions for the general diffusion of knowl-
edge.
WASHINGTON.

These sayings naturally attract much attention, not only on account of the sentiments themselves, but also on account of the great names of their authors. The four panels of the architrave are labelled thus:

Education	Nationale	Exposition	Collective
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In the interior is a tablet extending across the wall in the rear, above the pictures and charts and in full view of the throng of visitors constantly passing the front of the exhibit, bearing this inscription in large gilt letters: *L'instruction publique est gratuite dans tous les États de l'Union.*²

CLASSIFICATION AND ARRANGEMENT.

In the system of general classification prescribed for the organization of the Exposition and the juries of recompense, education was grouped under the three following classes:

Class VI. Education of children, primary instruction, instruction of adults.

Class VII. Organization and appliances for secondary instruction.

Class VIII. Organization, methods, and appliances for superior instruction.

The conditions of our space would not permit a strict observance of this plan of classification in the arrangement and installation of our materials. It was, therefore, made subservient to the plan founded on the nature of the materials exhibited.

In my circular above referred to, I grouped the materials that belong to our educational exhibit under three classes, namely: Educational literature, scholars' work, buildings and apparatus. Upon further consideration it seemed better to divide the last named class into two, buildings and furniture and apparatus and appliances. Accordingly this mode of classification was regarded as primary in its arrangement, while the classification by grades of instruction was regarded as secondary. This division will be observed, therefore, in this statement of the character and amount of the materials which fill so completely every inch of space on the walls, shelves, tables, and counters provided for their installation.

I. BUILDINGS AND FURNITURE.

School architecture is represented, in the first place, by two models—that of the State Normal School of Indiana, a fine edifice and probably one of the best in the country, and that of the Henry Grammar School in the city of Washington, which has some original features but which represents very well the essential characteristics of the best grammar school-houses found in American cities.

The wall display of educational edifices is composed of marked specimens without any repetition of similar types. Beginning with the view and plans of the first normal school building erected in America, that of the Bridgewater school in Massachusetts, and the building as it now is with its successive enlargements and improve-

¹ It is in a republican government that the whole power of education is needed.

² Public instruction is free in every State of the Union.

ments, we find next to it a representation of the noble structure erected for the City Normal School of Philadelphia. Then a place of honor is given to the remarkable high school house in Albany, which is without doubt one of the best of its class, and which is represented by a good perspective drawing and by plans of the four floors. A large and handsome photograph shows the best building in Milwaukee for a grammar school, and one which any city might well be proud to call its own. The double school-house now building in Boston for the Latin and English high schools is represented by a perspective view and two plans. This is quite the best thing that Boston has ever had to show in the way of school architecture. I shall be disappointed if it does not prove to be an important step in advance in American school architecture. Therefore I regret that it is not more adequately represented by appropriate drawings, accompanied by a description. Vassar and Wellesley Colleges and Mount Holyoke Female Seminary are represented by large water color paintings grouped together, as worthy types of the highest institutions for female education. Numerous photographs of the accessories and interiors of these buildings are hung on the outside of the wall of the exhibit, where they are examined with much interest.

A frame of engravings of the best specimens of school architecture in Kansas, a view of the Cooper Union, a water color picture of the chief building of Lafayette College in Pennsylvania, and a large oil painting of the buildings of the Hampton Normal Institute in Virginia, with several frames of photographs of the interiors, complete the architectural illustrations for which there was room on the walls. The representations of educational buildings contained in portfolios comprise quite a wide range, as the following enumeration shows: Harvard University; Hamilton College, at Clinton, New York; the Industrial University of Illinois; the University of Wisconsin; Williston Seminary, a typical preparatory school at Easthampton, Mass.; a very full representation of the city schools of Milwaukee, Washington, and Boston, and of Newton, Mass.; all the institutions for deaf-mutes in America; the fine Institution for the Feeble-Minded at Lincoln, Ill.; the new high school at Providence, R. I., and the Free (technical) Institute at Worcester, Mass.

But the information respecting school architecture found in reports and in books on the shelves of the exhibit is probably much more valuable for the use of the educational student than the illustrations above enumerated. The custom which is so general in America of including in State and city school reports illustrations and descriptions of school buildings has done much to diffuse information on this subject.

Our space would allow but a very limited display of school furniture, comprising only specimens of the two leading American types, namely, that of the combined desk and seat from the extensive establishment of Andrews & Co., of Chicago, and the separate desk and chair from the manufactory of J. L. Ross, of Boston, who has been devoted to this specialty for more than thirty years. Both desks are single. We could give room for only one of each type.

There is also from George Woods & Co., of Boston, the combination school organ and desk for primary schools, invented by L. W. Mason; and the excellent drawing table from the Worcester Free Institute of Industrial Science was undoubtedly the best thing in its class shown at the Exposition.

II. APPARATUS AND APPLIANCES FOR INSTRUCTION.

Kindergarten materials are sufficiently represented by specimens of all the objects in the set used in the Kindergarten belonging to the public school system of the city of St. Louis, and also by a set of samples of the Kindergarten materials furnished by the house of Steiger, of New York, which is the chief American depot for all appliances required in the Kindergarten.

We have a very large collection of excellent wall maps for school use, in which the two fine sets by Guyot are especially worthy of notice.

Fine specimens of globes were furnished by G. Joslyn, of Boston; globes and a telurian by Steiger, of New York, and a globe by Ginn, of Boston, which was invented by Miss Fitz; a heliotellus, a lunatellus, and a variety of school appliances were furnished by Hammett, of Boston.

For elementary instruction in science there are several exhibits of exceptional excellence, namely: A case of physical apparatus, called the "Boston Grammar School Set," from the manufactory of E. S. Ritchie, of Boston; a case of minerals, containing a hundred choice specimens classified and labelled, from the house of Brewster & Knowlton, of Boston, which has been purchased for the Japanese pedagogical museum; a case of chemicals and chemical apparatus, with a magic lantern and slides, from the house of N. H. Edgerton, of Philadelphia; and a set of beautiful lithographic illustrations of astronomical phenomena, observed and drawn by L. Trouvelot, of Cambridge, Mass.

The American Metric Bureau contributed an admirable case of apparatus for teaching the metric system of weights and measures.

The exhibition is especially rich in tablets and charts for different grades and branches of instruction. Of these, the most remarkable are those of Luther W. Mason, one hundred and sixty in number, for teaching music in all the grades of elementary schools. At the Vienna Exhibition they were pronounced the best in the world and here at Paris there is nothing that can sustain a comparison with them. The remarkable exhibit of slates sent by Andrews & Co., of Chicago, is much admired, and we are much importuned to sell specimens of them.

SCHOLARS' WORK.

Kindergarten work is well represented by St. Louis, thanks to the enterprise of Miss Susan E. Blow, who may be said to have created the fine system of Kindergärten in that city.

When the preparation of the exhibition was begun, Cincinnati was offered the place of honor in the preparation of new scholars' work to illustrate the course and methods of instruction in the graded schools of our large cities. This post of honor was assigned to Cincinnati because the school officials, teachers, and pupils of that city had taken so much pains in preparing pupils' work for Vienna and Philadelphia. Our confidence was not misplaced. We had the satisfaction of receiving from the schools of the Queen City upwards of eighty large handsomely bound volumes of papers in English and German and drawings. From Washington we have an excellent collection, comprising nearly four thousand individual papers, and from the Albany High School several volumes of new work of a high order of merit. Rome Female College in Georgia sent a valuable contribution which was much appreciated by the jury. From Kansas and Wisconsin important contributions of new scholars' work were received, thanks to the efficient superintendents of instruction of those States and their collaborators. Vineland, N. J., is to be commended for its examination papers and herbariums prepared under the direction of Superintendent Holbrook.

Of scholars' work which had been prepared for the Centennial there is an extensive and valuable supply. In this collection, the cities of Milwaukee, Chicago, Boston, and the States of Indiana and New Jersey are the most largely represented. I am sorry to say that the exhibit of needlework is limited to two portfolios from the grammar schools of Boston.

The higher grades of industrial drawing are fairly represented by productions from the Massachusetts Normal Art School, the Women's Art School, and the Free Night School of Art for Young Men of the Cooper Union in New York, the Illinois Industrial University, and by about twenty frames of fine architectural designs and drawings from the school of architecture of the Massachusetts Institute of Technology. The representation of mechanical work is limited to a small but noteworthy set of specimens in black walnut of joinery problems from the Illinois Industrial University. The Wisconsin University and Washington and Jefferson College sent volumes of examination papers illustrating the methods of instruction and the attainments of the students in the several classes of the respective courses.

Altogether, the number of volumes of scholars' work amounts to about seven hundred, and probably the individual exercises contained in them do not fall short of one hundred and fifty thousand.

EDUCATIONAL LITERATURE.

Under this head is included not merely text books, educational reports, and pedagogical publications, but all the printed matter bearing directly on education. This is without question by far the most important part of the exhibition. The collection contains representative samples of documents relating to municipal systems and institutions of education, and the aim was to secure from each State not only copies of the more recent reports of its educational system but as far as practicable complete sets, and to bring together, for exhibition, copies of all the text books actually issued by American publishers at the present time for elementary and secondary instruction. This plan was substantially carried out. The result was a large and unique collection of educational publications, amounting to about twenty-five hundred volumes. The cities of Washington and Boston sent complete sets of all the text books and books of reference used in their respective systems of schools, with the exception of the reference books of the Boston high schools, which are too numerous and costly to be duplicated for such a purpose. Although it was not intended to exhibit the text books for superior professional instruction, this grade was well represented in the department of medicine by the numerous and valuable publications of H. C. Lea, of Philadelphia, and in the department of technology by the excellent works issued by John Wiley and Sons and Van Nostrand, of New York. The largest collections of text books were sent by the houses of Harper and Brothers and A. S. Barnes. The largest set of reference books was contributed by Lippincott and Co., of Phila-

delphia. The exhibit of Webster's Dictionary in its various editions and styles attracts great attention. The publications relating to industrial art in all its grades, prepared or edited and arranged by Walter Smith and published by L. Prang and Co., of Boston, is one of the features of the exhibition which attracts most attention. This is especially the case with the series of books designed for elementary graded schools. The collection of geographies is very complete and it is very remarkable. No country furnishes a collection to be compared with it, although Germany probably takes the lead in the production of cheap and good school atlases.

The text books were arranged for the examination of the jury according to their publishers, and then for the examination of visitors they were rearranged according to subjects. If the exhibition had been conducted as a business operation a great many text books might have been sold. An agent of the British Museum urged us to sell to that institution the whole collection of text books, and the representative of another important institution offered to purchase the whole of our collective exhibition, to form the nucleus of a pedagogical library and museum.

We show our collection of reports with some honest pride. Among those from cities, the sets from Washington, St. Louis and Boston are especially noteworthy; while the fullest sets from States were those contributed by Wisconsin, Indiana, Pennsylvania, Ohio, New York, New Jersey, Connecticut, Rhode Island, Maryland and Massachusetts. A unique set comes from Massachusetts, comprising the annual school reports from every one of the 343 municipalities of the State for the year 1875, bound up in 12 handsome volumes. Dr. D. F. Lincoln, of Boston, contributed a rare and exceedingly valuable volume in which he had bound up all the best recent American publications on the subject of school hygiene, including his own remarkable paper on the hygienic requirements of school architecture. But the set of reports the most important of all remains to be mentioned. I mean the set issued by Gen. John Eaton, the United States Commissioner of Education, from the National Bureau of Education at Washington. These documents have done much to make the name of our country respected among foreign nations. Through the influence of these reports the French government has been induced to establish a bureau of education similar to that at Washington, and M. Buisson has been appointed as its chief; he is also charged with the duty of organizing in connection with the bureau a pedagogical library and museum.

Public libraries are represented by the extraordinary report on the subject published by the Bureau of Education, by a specimen collection from the library of the Bureau of 138 printed volumes of catalogues of public libraries in the United States, and by the beautiful and comprehensive exhibit of the Boston Public Library, comprising its printed catalogues, a set of its reports and printed documents and blanks illustrative of its administration and working, all in rich bindings, as specimens of the art of binding executed in the establishment. In the department of pedagogy proper are found nearly all the more important publications which have been issued in America during the last 25 years. At the head of the list stands the monumental publication entitled *The American Journal of Education*, in 26 grand, handsome, and rich volumes, edited and published by Dr. Henry Barnard, of Hartford, Conn. This is by far the most comprehensive and valuable educational publication in the English language. Next to this stand the *Cyclopædia of Education* and the *Year Book*, edited by Kiddle and Schem and published by E. Steiger, of New York, works which are not only creditable to the publisher and editors but to the country. The liberal and enterprising publisher deserves special thanks for generously furnishing richly bound copies for presentation to the minister of public instruction and other high educational officials in France, who have most graciously acknowledged the complimentary gifts. We have conspicuously displayed the complete set of valuable pedagogical works published by A. S. Barnes and Co., of New York, a house that merits the thanks of American educators for its enterprise in publishing works in this department of literature. Four educational journals are on exhibition, namely: *The New-England Journal of Education*, the *Ohio Educational Monthly*, the *Pennsylvania School Journal*, and the *Wisconsin Journal of Education*. Several copies of the current numbers of the *New-England Journal* have been sent weekly for gratuitous distribution. I must not mention that a vast number of duplicates of valuable reports and documents have been sent for gratuitous distribution. The demand for these documents has been eager and unremitting. The most prominent of the contributors of these documents are the National Bureau of Education, the cities of St. Louis, Cincinnati, Washington, and Boston, Mount Holyoke Seminary, Vassar College, Michigan University, the Worcester Free Institute of Industrial Science, the Boston Public Library, and the United States Naval Academy.

I have thus indicated the most important of the materials which compose our collective exhibition of education. For the full enumeration and record of all the exhibits I beg to refer you to the catalogue which the Commissioner General authorized me to print.

In collecting the materials of the exhibition, the Bureau of Education, under your direction and with your cordial sympathy and wise counsel, rendered the greatest assistance, for which I tender my warmest thanks. I desire to thank, also, the educational officials in different sections of the country who responded so promptly and efficiently to my request for contributions to the exhibition. The cities of New York and Cincinnati deserve especial thanks for these contributions.

In the arrangements for the installation of the exhibition, the Hon. Commissioner General, R. C. McCormick, has afforded every needed facility, and he merits the thanks of American educators for his cordial coöperation in securing the success of the exhibition.

Very respectfully, yours,

JOHN D. PHILBRICK.

Gen. JOHN EATON,
United States Commissioner of Education.

Persons of all ranks of society and in very great numbers applied to the director for information, which was freely given orally while a catalogue of the department was being compiled; indeed so great was the demand for information that Dr. Philbrick, with the Commissioner General's approval, published a separate edition of the educational part of the general catalogue. This special publication occupies 123 pages and was highly commended; it has enabled many foreigners to carry away with them correct ideas respecting this exhibition of the condition, systems, institutions, and methods of education in the United States. In the prefatory note he says:

The character of the exhibition was determined largely by the conditions under which it had to be undertaken, if undertaken at all. Only a limited amount of space and means could be set apart for it, and the time left for preparation was too short for the elaboration of materials. It was necessary, therefore, to make choice of such as would require little or no time in the preparation, involve very moderate expense, and occupy the smallest possible amount of space.

Unity was the controlling principle of the scheme. It was the design to represent the condition and progress of the education of the country as a whole, disregarding as far as possible sectional divisions and State lines, and thus make the exhibition truly national in its character as well as collective. But the materials had to be furnished by voluntary contribution, and it was necessary to apply for contributions to State and municipal authorities and to make a selection of such as were offered. Hence, if certain States and cities figure conspicuously in the exhibition and in the catalogue, it is not necessary to infer from this fact that they were in all cases selected as the best representative types, but rather that their educational officials were exceptionally prompt and liberal in their offers of materials.

It will be seen that the plan of the exhibition involved a complication of interests which had to be regarded. Its object was to afford educational students of all nationalities the means of studying the organization, working, and results of our system of education as a whole, and it was necessary to keep this object uppermost and foremost in all the plans and arrangements. And yet all the materials to be employed for this purpose were contributed with the hope and expectation on the part of the contributors of receiving individual recognition in proportion to their merits. The whole number of contributors thus interested, as shown by the list, amounts to about two hundred. It was not possible, under the circumstances, to display every exhibit to the best advantage; but no pains have been spared in doing justice to all the interests concerned, both public and private.

Four kinds of materials enter into the composition of an educational exhibition: (1) Illustrations of educational buildings, with their furniture and fittings; (2) illustrations and specimens of appliances and apparatus for instruction and training; (3) scholars' work, literary, scientific, mechanical, and artistic; (4) educational literature, embracing all printed matter bearing directly on education.

While this classification has not been adopted for the catalogue, it was observed in the collection of materials, and carried out in the installation as far as the limitation of space and a due regard to comeliness of appearance would permit.

Although the intention was, as has been stated, to make up the exhibition of specimens only, an important exception to this rule is found in the matter of text books. Here the aim was to make as complete a collection as possible, without regard to their character or grade. For examination by the juries they were arranged by publishers; they have since been rearranged according to subjects for the convenience of visitors who wish to examine them. The whole number of volumes in the division of educational literature amounts to about 2,500; and there are upwards of 800 volumes of scholars' work, many of them containing 400 specimens and upwards in each.

This educational catalogue also contained a reprint of the Statement of the Theory of Education in the United States¹ (published by this Office several years ago), and quotations from the reports of this Office, giving data upon important topics. In addition to the duties already mentioned, Dr. Philbrick was called upon to act as juror and also to report upon the subject of education in the United States at the conferences held in the Palace of the Trocadéro. His services received the highest commendation, as will be seen from the following letters:

PARIS, November 8, 1878.

DEAR SIR: I have received your favor of October 25. Upon comparatively small capital we have achieved a very decided success here. It is not too much to say that the educational exhibit has been one of the most attractive features in our department. It has been visited by thousands of teachers from all parts of Europe, and Mr. Philbrick has every reason to be pleased with the result of his exertions. It would have been a great mistake to have neglected to represent our educational progress.

Very respectfully,

R. C. McCORMICK.

Hon. JOHN EATON,
Commissioner of Education, Washington, D. C.

COMMONWEALTH OF PENNSYLVANIA,
DEPARTMENT OF PUBLIC INSTRUCTION,
Harrisburg, October 25, 1878.

DEAR SIR: I have just returned from my European trip. I spent three weeks at Paris. You will be pleased to know that the educational exhibit made by the United States, though not large, attracts a great deal of attention and has been honored with an almost disproportionate share of awards. Hon. John D. Philbrick, who is in charge of it, accomplished wonders with the material placed at his command and in the time allowed him for organization. His work can hardly be commended too highly by American educators.

Yours truly,

J. P. WICKERSHAM.

General JOHN EATON,
Commissioner of Education.

UNITED STATES LEGATION,
Paris, October 25, 1878.

MY DEAR GENERAL: Permit me to congratulate you most heartily upon the success of the American educational department in the Paris Exposition. You have already heard that Mr. Philbrick's "little show" took 121 prizes, including 28 gold medals. You may well be proud of this.

But I write specially to say that you could not have selected a better man than Mr. Philbrick to represent the educational interests. He has been indefatigable, and by his rare knowledge, pleasant manners, and hard labor, he has made the most of what was prepared at home and sent here. Mr. Philbrick deserves the greatest possible credit, and it is a pleasure for me to say this, unsolicited, to you.

The whole exhibition is a grand success, but I shall be glad when it closes. It has given the legation an immense deal of work.

Sincerely yours,

EDWARD F. NOYES.

General JOHN EATON,
Commissioner of Education.

The following letter from Dr. Philbrick continues his graphic statement, and concludes with the list of awards made to exhibitors from the United States, in classes VI, VII, VIII, and IX:

UNIVERSAL EXPOSITION,
Paris, November 10, 1878.

DEAR SIR: In a communication addressed to you under date of August 8, I endeavored to give a description of our exhibition of education. In that communication I stated that up to that time it had not been possible to prepare and print a detailed

¹This statement was prepared by Hon. Wm. T. Harris and Hon. Duane Doty, then superintendents of city schools in St. Louis, Mo., and Detroit, Mich., respectively. It has received the general approval of educators in this country.

catalogue of the exhibition, which was much needed. Soon after that date, however, the preparation of the catalogue was begun, and with the least possible delay it was printed for circulation.

The exhibition is now ended. It is a thing of the past, and is therefore become a subject of history. It will probably figure more or less conspicuously in a number of official reports. It is hoped that by this means we may obtain the well considered judgments of competent foreign specialists on the characteristic features of our American educational organizations, systems, institutions, methods, aims, and appliances.

In the mean time, I beg to communicate to you at this time for your information, to be placed in the archives of the Bureau of Education or disposed of in any other way that your judgment may dictate, a correct list of the awards to the exhibitors in the exhibition, preceded by some remarks on the grounds of some of the awards and a brief account of what was done in the exhibition.

THE VISITORS.

Of course our aim was, with the use of the materials of the exhibition, to afford inquirers the needed facilities for obtaining the information they desired respecting education in the United States.

Before there was time to put all the articles in their places, earnest and persistent visitors gained admission within the barriers and began their examinations, their inquiries, and their requests for documents and books. From that time until the closing day there was a constant succession of inquiring visitors. No attempt was made to obtain a record of their names, or to enumerate them. By far the greater number, of course, belonged to the French nation, but there were besides more or less visitors from nearly every nationality represented in the Universal Exposition. I do not now refer to the numerous casual visitors who were constantly entering and taking a general survey of the exhibition, without stopping to obtain definite information about any matter. The exhibition was especially designed for serious visitors, that is, for inquirers seeking practical information for a special purpose. And it was extremely gratifying to find a constantly increasing appreciation of the exhibition by such visitors. These visitors not only represented many nationalities, but they represented also all sorts of educational functionaries — legislative, administrative, inspecting, teaching — as well as all descriptions of collaborators, such as journalists, publishers, authors, inventors, and manufacturers. Delegates, with notebook and pencil in hand, came from States, municipalities, institutions, and associations, seeking materials for reports; representatives of the press came for facts to dress up in a captivating style for their letters; a minister of public instruction is followed by a modest rural schoolmaster, who seems surprised to receive a cordial greeting. It is a curious fact that nearly every one of these serious visitors was intent on getting information or material in some special line. A director of drawing comes repeatedly, and examines thoroughly the large collection of drawing books and the portfolios of scholars' drawings. Now we have a learned professor from Germany, who knows more than anybody else in the world about elementary instruction in physics and has done more than anybody else to promote it; he admires Ritchie's set of apparatus and finds an original feature, namely, the balance in Putnam's metric chart, but thinks himself the pioneer in such charts; he looks over all the books on physics, and at once discovers which have borrowed and which have originality. A lady from England, a wealthy patroness of schools, was most persistent in soliciting specimens of the excellent school slates and fittings sent by Andrews & Co., of Chicago, and through the whole period of the exhibition we were constantly importuned to sell them. A delegate from an educational society of ladies in Vienna comes to study the subject of higher female education in America. The wife of one of the most eminent of the statesmen of France comes repeatedly with a member of the Chamber of Deputies to study the same subject, with the view to prepare a bill for the establishment of a system of secondary instruction for girls, and the bill has been already introduced into the Chamber, accompanied with a comprehensive statement of the need of such a system and the objects which it would aim to accomplish. An enterprising practical teacher from Portugal, who can read English, makes repeated visits to examine text books and pedagogical books, and gets advice as to a selection to order from America for his private library. We made no attempt to represent fully our technical schools, but there was an active demand for the documents on the subject which we had, namely, the reports of the Illinois Industrial University, of the Worcester Free Institute, and of the Massachusetts Institute of Technology; and, strange to say, President Runkle's illustrated report on courses of shop work was the only thing of the kind to be found at the Exposition. The delegate from New South Wales is decidedly in earnest in seeking information about school architecture (for a report on the subject), especially such as relates to the sanitary requirements. We are happy to furnish him with Dr. Lincoln's paper on that branch of school architecture, being quite confident that no better production in that

line is to be found. Our samples of school desks were especially honored by being taken to the Sorbonne to illustrate the lecture on school furniture given to the delegate body of French teachers, gathered in Paris by the minister of public instruction from all the departments to study education at the Exposition. Those interested in instruction in vocal music in public schools lingered long over the charts and books prepared for the Boston public schools, and finally a first class expert, an agrégé of the university and a school inspector of Paris, after a careful study of them, voluntarily writes a letter in which he says he does not hesitate to pronounce this course the best in all respects that he is acquainted with. Experts from Sweden and Spain said the same thing of it at Vienna. From Italy we had some of the most persevering inquiries. Professor E. Levasseur, of the Collège de France, made a careful study of the prominent objects of the exhibition for a paper published in the *Revue pédagogique*. It would be easy to multiply these illustrations of inquiries by visitors from all civilized nations. But I have said enough to convey a general idea of the use made of the exhibition by foreign students of education. I must not omit, however, to refer to the remarkable series of visits by French school inspectors and teachers. Twelve hundred of the best teachers in the public schools of France, representing all the sections of the country, were brought to Paris at the public expense to visit the Exposition and attend a sort of national teachers' institute at the Sorbonne, under the direction of the minister of public instruction. This body of teachers was divided into many small sections, each provided with a leader for visiting the educational exhibitions. For two or three weeks our exhibition was thronged with these earnest visitors, and Miss L. S. Hotchkiss, an experienced and very capable American teacher who speaks French well, was wholly occupied during the time in giving explanations of American systems and methods of education. These explanations partook of the character of familiar off-hand lectures, for she always had a crowd of listeners. And it is but just to say that, as a vigorous, intelligent, experienced, and earnest Yankee teacher, explaining so eloquently the methods and processes of American teachers with the volumes of scholars' work in her hands, some of which were actually prepared by her own pupils, she could not but be regarded as being herself the most interesting illustration of the spirit of the American public school.

THE AWARDS.

The following is a tabular summary of the awards :

Classes.	Gold medals.	Silver medals.	Bronze medals.	Honorable mentions.
VI	16	25	18	14
VII	7	13	3	11
VIII	4	4	3	.....
IX	1	2	.....	.....
Totals	28	44	24	25
Grand total	121			

To the above should be added three silver palms of the university bestowed upon Messrs. Harris, Kiddle, and Wilson; the gold palm and the cross of the Legion of Honor on the superintendent of the exhibition, and the gold palm on General Eaton.

The above table of awards speaks for itself. I own that I present it with some degree of pride. I trust it will generally be accepted as proof that our exhibition has not been a failure. But to appreciate justly what these 121 awards mean it is necessary to compare them with other awards. In the first place, it will be seen that the grade of these awards averages very high, there being 72 of the two higher ones, while there are only 49 of the two lower ones. Then, if we compare the number with the whole number received by the American section, we find that the ratio is 121 to 750, or nearly one-sixth, while the proportion of the space occupied was not very much more than one to a hundred. But no less remarkable is the comparison of our awards with those obtained by the educational exhibitions of other nations. France, of course, made a very extensive exhibition of all departments and grades of education, and justly received a great number of recompenses; yet we have the satisfaction of standing next in rank to France in respect to the number of awards received, having twenty-eight more than the country that comes next in order.

But while counting up with satisfaction our medals and diplomas as evidence of the appreciation of our exhibition by the international jury, we do not forget that the purpose of our coming here was not to win honors, but to do our best to contribute our share to this grand concourse of education, which is intended as a means of making the best things that have been said and done in relation to the subject the common property of all nations.

Some words are needed, perhaps, in explanation of the awards. And if to us Americans, who understand somewhat the relations of things at home, there should seem to be some want of proportion in the recompenses awarded, it would not be strange, considering that there were three educational juries, each acting independently. These juries were composed of gentlemen of the highest qualifications for the duties assigned them, but their task was an exceedingly difficult one, owing to the nature and variety of materials submitted to their judgment. How was it possible for them to consider the merits of individual books, or of individual volumes of scholars' work, when there were so many comprised in the different exhibits? So at the outset it was decided by the jury of which I was a member not to attempt to judge the merits of any single publication. But after a time it was found necessary to set aside this rule, as a rigid adherence to it would leave unrecognized not a few very meritorious contributions. If the other juries made the same rule, and adhered to it, of course a meritorious publication might receive an award in one class, while one equally meritorious but belonging to a different class would not be recognized.

Then one jury would be inclined to make the award to a State or a municipality or an institution correspond with the merit of the exhibit actually presented, being unwilling to regard a report or a catalogue as an exhibit entitled to a recognition if unaccompanied with scholars' work and illustrations of buildings and appliances. Another jury, on the other hand, would, in some cases, make awards on evidence less comprehensive. But, although the juries were not, perhaps, in entire harmony with each other, and were not always consistent with themselves, this was no fault either of the juries or of the organization, for both were, in my judgment, excellent.

I will not venture to explain in detail why this exhibitor received a medal which is higher than might be expected while that one gets one which seems too low; but I hope that in the cases where the awards are not strictly proportioned to the merits, if there are thought to be such cases, I shall not be personally held responsible for the discrepancy.

Something should be said about the exhibitors as represented in the catalogue who received no recognition. In the first place, a considerable number of them did not consider themselves nor were they considered by me as competitors for prizes. They sent some reports or documents, at my request, to complete the exhibition as a whole. Therefore, it is no discredit to such exhibitors that they were not recognized. Then, there were certain municipalities and State institutions which were not separately recognized, as they were intended to be included in the award to the State. All the normal schools of Wisconsin were well represented, but they were included with the State exhibit.

Very respectfully, your obedient servant,

JOHN D. PHILBRICK,

Director of the United States Educational Section.

Hon. JOHN EATON,

Commissioner of Education.

List of prizes awarded in the United States section of education.

CLASS VI.—GOLD MEDALS.

Barnard, F. A. P., New York, N. Y.
 Barnard, Henry, Hartford, Connecticut.
 Boston, Mass.; John D. Philbrick, superintendent, from 1856 to 1878; Samuel Eliot, since March 1, 1878.
 Boston Public Library, Boston, Mass.; Justin Winsor, superintendent.
 Guyot, Arnold, Trenton, N. J.
 Hampton Normal and Agricultural Institute, Hampton, Va.; S. C. Armstrong, principal.
 Harper & Brothers, New York, N. Y.
 Illinois State Department of Public Instruction; S. M. Etter, superintendent.
 Indiana State Department of Public Instruction; J. H. Smart, superintendent.

Massachusetts State Department of Public Instruction; J. W. Dickinson, secretary of State board of education, Boston.
 Ohio State Department of Public Instruction; J. J. Burns, commissioner, Columbus.
 Peabody Education Fund, the trustees of; Barnas Sears, general agent, Staunton, Va.
 Swinton, William, Cambridge, Mass.
 United States Bureau of Education, Washington, D. C.; John Eaton, commissioner.
 Washington, District of Columbia; J. Ormond Wilson, superintendent.

SILVER MEDALS.

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| <p>American Printing House for the Blind, Louisville, Kentucky.
 Appleton, D., and Co., New York, N. Y.
 Barnes, A. S., and Co., New York, N. Y.
 Bell, Alexander Graham, Boston, Mass.
 Chicago, Ill.; Duane Doty, superintendent.
 Cincinnati, Ohio; J. B. Peaslee, superintendent.
 Cowperthwait & Co., Philadelphia, Pa.
 Ivison, Blakeman, Taylor & Co., New York, N. Y.
 Kansas State Department of Public Instruction; A. B. Lemmon, superintendent, Topeka.
 Leigh, Edwin, New York, N. Y.
 Lincoln, D. F., Boston, Mass.
 Mason, Luther Whiting, Boston, Mass.
 Milwaukee, Wis.; James MacAlister, superintendent.
 New Jersey State Department of Public</p> | <p>Instruction; E. A. Apgar, superintendent, Trenton.
 Pennsylvania State Department of Public Instruction; J. P. Wickersham, superintendent, Harrisburg.
 Perkins Institution and Massachusetts Asylum for the Blind, Boston; M. Anagnos, superintendent.
 Rhode Island State Department of Public Instruction; Thomas B. Stockwell, commissioner, Providence.
 Ritchie, E. S., & Sons, Boston, Mass.
 Smith, Walter, Boston, Mass.
 St. Louis, Mo.; William T. Harris, superintendent.
 Thompson, Brown & Co., Boston, Mass.
 Van Antwerp, Bragg & Co., Cincinnati, Ohio.
 Wisconsin State Department of Public Instruction; W. C. Whitford, superintendent.</p> |
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BRONZE MEDALS.

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| <p>American Metric Bureau, Boston, Mass.; Melville Dewey, secretary.
 Anderson, J. J., New York, N. Y.
 Andrews, A. H., & Co., Chicago, Ill.
 Bicknell, T. W., Boston, Mass.
 Clark & Maynard, New York, N. Y.
 Edgerton, N. H., Philadelphia, Pa.
 Ginn & Heath, Boston, Mass.
 Johnson, A. J., New York, N. Y.
 Lippincott, J. B., & Co., Philadelphia, Pa.
 Monroe, Lewis B., Boston, Mass.</p> | <p>Rome Female College, Rome, Ga.; J. J. M. Caldwell, president.
 Ross, Joseph L., Boston, Mass.
 Sadlier, W. H., New York, N. Y.
 Scriber, Armstrong & Co., New York, N. Y.
 Sheldon & Co., New York, N. Y.
 Sower, Potts & Co., Philadelphia, Pa.
 Steiger, E., New York, N. Y.
 Zell, T. Ellwood, Davis & Co., Philadelphia, Pa.</p> |
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HONORABLE MENTIONS.

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| <p>Adams, Blackmer & Lyon Publishing Co., Chicago, Ill.
 Brewster & Knowlton, Boston, Mass.
 Butler, J. H., & Co., Philadelphia, Pa.
 Collins & Brother, New York, N. Y.
 Davis, Robert S., Boston, Mass.
 Eldredge & Brother, Philadelphia, Pa.
 Gaines, S. M., Cambridge, Mass.</p> | <p>Henkle, W. D., Salem, Ohio.
 Higginson, T. W., Newport, R. I.
 Joslyn, Gilman, Boston, Mass.
 Lee and Shepard, Boston, Mass.
 Sherwood, George, & Co., Chicago, Ill.
 Ware, William, & Co., Boston, Mass.
 Winchell, S. R., Chicago, Ill.</p> |
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COLLABORATORS—GOLD MEDAL.

McCormick, R. C., California.

SILVER MEDALS.

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| <p>Phelps, W. F., Whitewater, Wis.</p> | <p>Wickersham, J. P., Harrisburg, Pa.</p> |
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CLASS VII.—GOLD MEDALS.

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| <p>Albany, N. Y.
 Boston, Mass.; John D. Philbrick, superintendent, from 1856 to 1878; Samuel Eliot, since March 1, 1878.
 Cincinnati, Ohio; J. B. Peaslee, superintendent.
 Illinois Industrial University, Urbana; J. M. Gregory, regent.
 Massachusetts State Department of Pub-</p> | <p>lic Instruction; J. W. Dickinson, secretary of the State board of education, Boston.
 Philadelphia, Pa.; H. W. Hallowell, secretary of the Philadelphia board of education.
 United States Bureau of Education, Washington, D. C.; John Eaton, commissioner.</p> |
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SILVER MEDALS.

Barnard, Henry, Hartford, Conn.	Portsmouth High School, Portsmouth, N. H. ; S. W. Clarke, principal.
Columbia National College for Deaf-Mutes, Washington, D. C.	Rhode Island State Department of Public Instruction; Thomas B. Stockwell, commissioner, Providence.
Cooper Union for the Advancement of Science and Art, New York, N. Y.	Smith, Walter, Boston, Mass.
Harper & Brothers, New York, N. Y.	Trouvelot, Leopold, Cambridge, Mass.
Lippincott, J. B., & Co., Philadelphia, Pa.	Vassar College, Poughkeepsie, N. Y. ; John H. Raymond, president.
Merriam, G. and C., Springfield, Mass.	Wellesley College, Wellesley, Mass.
Mount Holyoke Female Seminary, South Hadley, Mass. ; Miss Julia Ward, principal.	

BRONZE MEDALS.

Hamilton College, Clinton, N. Y.	Williston Seminary, Easthampton, Mass. ; J. M. Whiton, principal.
Rudy, Charles, Paris, France.	

HONORABLE MENTIONS.

Barnes, A. S., & Co., New York, N. Y.	Lafin, ———, New York, N. Y.
Bradley, John E., Albany, New York, N. Y.	Warren, S. Edward, Newton, Mass.
Clark & Maynard, New York, N. Y.	Washington and Jefferson College, Washington, Pa. ; George Hayes, president.
Claxton, Remsen & Haffelfinger, Philadelphia, Pa.	Wheeler & Wilson Manufacturing Co., New York, N. Y., and Bridgeport, Conn.
Ginn & Heath, Boston, Mass.	Wood, William, & Co., New York, N. Y.
Holt, Henry, & Co., New York, N. Y.	

CLASS VIII.—GOLD MEDALS.

Harvard University, Cambridge, Mass. ; Charles W. Eliot, president.	ington, D. C. ; John Eaton, commissioner.
Michigan State University, Ann Arbor ; James B. Angell, president.	United States Naval Academy, Annapolis, Md. ; Rear Admiral C. R. P. Rodgers, U. S. N., superintendent.
United States Bureau of Education, Wash-	

SILVER MEDALS.

Lea, Henry C., Philadelphia, Pa.	Wiley, John, & Sons, New York, N. Y.
Massachusetts Institute of Technology, Boston.	Wisconsin, University of, Madison ; John Bascom, president.

BRONZE MEDALS.

Boston University, Boston, Mass.	Van Nostrand, D., New York, N. Y.
Chamberlin, T. C., Wisconsin.	

CLASS IX.—GOLD MEDAL.

Boston Public Library, Boston, Mass. ; Justin Winsor, superintendent.

SILVER MEDALS.

American Printing House for the Blind, Louisville, Ky.	Perkins Institution and Massachusetts Asylum for the Blind, Boston ; M. Anagnos, superintendent.
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Dr. Philbrick has expressed his gratification at the aid rendered him by different foreign gentlemen, and has wished it to be understood that much of the success of our educational collection was due to the generous, cordial, efficient, and unremitting coöperation of M. Ferdinand Buisson. He says :

For my part, I can never be grateful enough to him for his services in this connection. I am sure you will largely share with me in this sentiment of gratitude. The cause of education in America is under great obligations to him, not only for what he has done to promote the success of the exhibit, but for his sound report on American education, which contains suggestions and criticisms of great value to American educators.

The interest taken in this small exhibition was indicated by the requests for its permanent possession from the London school board, by its chairman, Sir Charles Reed, M. P., through Hon. John Welsh, United States minister to England ; from the French

ministry of instruction and fine arts; from the Japanese ministry of education; the Austrian and Italian authorities, and others.

The following correspondence between Messrs. Philbrick and Bardoux explains itself:

Dr. Philbrick to M. Bardoux.

PARIS, October 26, 1878.

SIR: I have the honor to offer for your acceptance the better part of the materials comprising the United States exhibition of education, to be placed in the pedagogical library and museum for the establishment of which you have lately made provision.

This gift is offered on behalf of the exhibitors to whom it belongs as a token of our high appreciation of the generous hospitality of France in connection with the Universal Exposition and of our good will to the republic of the countrymen of Lafayette.

If it is your pleasure to accept this offer, may I ask you to designate some person to receive the materials at the close of the Exposition?

Accept, Mr. Minister, the assurance of my distinguished consideration.

JOHN D. PHILBRICK,

Director of the United States Section of Education.

His Excellency M. BARDOUX,

Minister of Public Instruction, Worship, and Fine Arts.

M. Bardoux to Dr. Philbrick.

[Translation.]

CABINET OF THE MINISTER OF PUBLIC
INSTRUCTION, WORSHIP, AND FINE ARTS,

Paris, October 30, 1878.

MR. COMMISSIONER: I hasten to acknowledge the receipt of the objects which you have been pleased to donate (in the name of the United States Bureau of Education as well as in the name of several cities and numerous exhibitors) to the ministry of public instruction for the educational museum which I am organizing at present.

While I am thanking you in behalf of our teaching corps, let me tell you how sensibly I have been affected, as a Frenchman and as minister of the Government of the Republic, by the warm sympathy which your letter expresses, by the recollections which it evokes that are equally dear to both nations, and by the good wishes which you form that this exhibition may be the starting point of a frequent exchange of communications, of information, and of mutual instruction between the friends of primary education in the two republics. In order to contribute my share, it gives me great pleasure to place at your disposal all the publications of this ministry and all such objects of our educational exhibit as you may designate that will interest the American public.

As regards the French public, it will soon be enabled to profit by the study of the important material placed at its disposal. I have given orders that a special room devoted to the United States educational exhibit be kept open all the time in the provisional quarters of the educational museum, and I do not doubt that it will be visited with as much interest as profit by all those who are interested in the movement of public education in the United States.

Accept, Mr. Commissioner, the assurance of my highest esteem.

A. BARDOUX,

Minister of Public Instruction, Worship, and Fine Arts.

MR. JOHN D. PHILBRICK,

United States Educational Commissioner at the

Universal Exhibition, Member of the International Jury,

Chevalier of the Legion of Honor, Officer of Public Instruction.

A part of the collection was also turned over to the school board of the city of London, England.¹

¹As this report is preparing, the following letter is received:

SCHOOL BOARD FOR LONDON,

Victoria Embankment, W. C., February, 1879.

DEAR GENERAL EATON: The case which was handed to the British Commission at Paris, by Mr. J. D. Philbrick, has been received by the school board. I have the pleasure of conveying to you their unanimous thanks for the gift, which will be placed in their library of reference.

I am, dear General Eaton, yours very faithfully,

CHARLES REED,

Chairman of the School Board for London.

General JOHN EATON,

Commissioner of Education, Washington, United States.

While Dr. Philbrick was representing the educators of his country so creditably, many pleasant descriptions of and allusions to his work and the educational collection in his charge had been received by this Office. The senior vice minister of education in Japan, Mr. F. Tanaka, wrote as follows :

I am very glad to hear from a commissioner sent to the Paris Exposition from our department of education that your government has exhibited in the fair many things connected with education which create much interest and are much admired by European educators.

Notable among the events accompanying the exhibition were the conferences and conventions which were held and of which elaborate reports will be issued by the French Government.¹ In addition to his other duties, Dr. Philbrick represented the United States in the international congress to ameliorate the condition of the blind and of deaf-mutes, the sessions of which were held in Paris between September 23 and September 30, 1878.²

Reference has been made to the 1,250 teachers and superintendents from all parts of France who visited the Exposition at the invitation and expense of the government and for whose benefit several of the conferences alluded to were organized. The following extracts from the farewell remarks made on their departure by M. Bardoux minister of instruction and fine arts, aptly illustrate the spirit and purposes of the government :

We have wished that you should leave Paris with increased love for your country and that you should judge for yourselves what energetic efforts have been made during the last eight years to elevate your country. Exercise thus a regenerating influence and teach those around you to love our dear country.

May all the good examples you have seen, the eloquent discourses you have heard, and all the admirable things which you have studied make you better understand your duty and responsibilities. We confide to you our children ; return them to us honest men and good French citizens.

SPECIAL INSTRUCTION.

Scientific and technical or industrial colleges imply preliminary courses of instruction in their specialties. Public sentiment favors such provision, and efforts are being made in various directions to meet the demand. These experiments are (1) independent enterprises, (2) those in connection with existing private institutions, and (3) those under public auspices. Many schools are reported under the first class, comprehending a great variety of arts and industries.

The Industrial School, Boston, Mass., was formed by the consolidation of the Whittling and Industrial Schools in the winter of 1876-'77 and maintained by the Industrial Education Association. Prior to the union the Whittling School had been carried on for five seasons in the chapel of Hollis Street Church and the Industrial School for two seasons in the Lincoln Building. The city gave the new school the use of the ward room on Church street, and there on Tuesday and Friday evenings of each week the school was open from seven to nine o'clock. Mr. Frank Rowell, who had been the superintendent of the Whittling School from its beginning consented to take charge of the consolidated school without remuneration, and Messrs. J. H. Fifield and Charles B. Cox, practical wood carvers, were employed to give the instruction. Thirty-two boys, ranging from 12 to 16 years of age, were admitted to the school. About half of them were still attending the day school ; the others were employed in stores and offices. So great was the pressure from applicants that if any boy was absent two successive evenings his place was taken by another. A rank list was kept and pasted on the wall, and each boy knew how his work was estimated by consulting the list. A course of twenty-four lessons in wood carving was prepared with special reference to securing

¹ While this report is preparing, the Office has received the earlier series of these documents. They are issued by the ministry of agriculture and commerce, the editor being M. Charles Thirion, secretary of the central committee on congresses and conferences.

² This Office has since received the report of the congress ; it is a handsome octavo volume of 537 pages.

the greatest amount of instruction with the least expenditure for tools and material. The tools used were the flat chisel, the gouge, and the veining tool. Smooth blocks of whitewood, 6 inches long by 2 or 3 inches broad and $1\frac{1}{2}$ inches thick, were the material used. No specific article was made in the school, the object not being to educate artisans of any special name, but to give the boys an acquaintance with certain manipulations equally useful in all trades. The report of the committee shows that they regard it as proved that schoolboys from 12 to 16 years old can be successfully and economically taught the use of tools and the methods of working materials by the Russian system. They consequently urge the school committee of Boston to examine their work with a view to adopting it, with such modification as will best adapt it to the scheme of public instruction. The cost of the experiment of the wood carving class for the season was about \$800, which was raised by subscription.

The Boston Society of Decorative Art has united with the School of Art Needlework. The needlework department is under the direction of Mrs. Amelia Smith, a pupil of the Royal School of Art Needlework, London. The society purposes to develop decorative talent, to enable men and women to take advantage of existing schools or of classes in various branches of decorative work hereafter to be established by the society, to encourage and stimulate the production of designs for manufactured objects, and to bring about the practical application of such designs by obtaining orders from manufacturers, importers, private individuals, and dealers in all articles of household art.

SCHOOLS OF COOKERY.

The Ninth Census of the United States reported that there were, in 1870, 7,589,000 families. These must as a whole have required a corresponding number of cooks; and of these by far the greater number must have been members of the families for whom they worked, and must have had a personal interest in the cost and palatableness of the food prepared. How many of them had any reasonable knowledge of the elementary principles of the art is a matter of great interest.

There are two arts on which human society depends for the necessities of life: agriculture and cookery; the one supplies the material of food, the other its preparation for the digestive organs. It should be the aim of all domestic economy to produce food without wasting the nitrogenous ingredients of the soil, and to cook food without wasting its nutritive power or injuring its sapid qualities. Can a judicious government entirely avoid encouraging these objects in suitable ways?

The supply of nitrogenous manures to soils has been thought worthy of extensive public and private inquiry, but no great attention has been paid by governments to the supply of food, except as a means of revenue. Surely this neglect is neither philosophical in spirit nor practical in administration.

The States and the Federal Government have done part of their duty towards agriculture by establishing agricultural societies and colleges. But nothing has been done to foster schools of cookery in this country except by private enterprise. Nor is there any national custom which tends to correct this deficiency. It is very different in several foreign countries.

In Germany strict provision is made for the training of girls of all ranks in domestic industry. This is done in the individual homes or by a system of social exchange. In Great Britain public interest in instruction in domestic branches was first excited by the delivery of Mr. Buckmaster's lectures on food, given at the invitation of Her Majesty's commissioners in connection with the food exhibit of the International Exhibition at London, 1873-'74. The use of the building in which Mr. Buckmaster delivered these lectures was given by the commissioners in 1873 to the South Kensington National Training School for Cookery, under the superintendence of Lady Barker.

From this beginning have resulted classes in middle class and artisan cookery in various localities of London and in practical cookery in connection with the public schools of London. The work in these is conducted by lessons on food and its

preparation given in every girls' school, while for advanced classes there are 21 practice kitchens established in different parts of the city, fitted with suitable appliances and presided over by skilful teachers of cookery.

The Edinburgh School of Cookery, the influence of which has been greatly extended by lessons given in other parts of the city, in Leith, in Portobello, in some boarding schools, and in 41 towns and villages, began its work in 1875, and about the same time the Northern Union of Schools for Cookery was formed, which includes the Liverpool training school, and schools in Cambridge, Leamington, Bolton, Manchester, Glasgow, Leeds, and many other towns.

The movement in the United States began with the opening of the New York Cookery School in 1874, under the management of an institution for teaching women and girls the principles of various occupations; its present head, Miss Juliet Corson, was at that time secretary of the society and was charged with the immediate supervision of the new department. In 1876, Miss Corson opened the New York Cookery School in its present quarters in St. Mark's Place, near Cooper Institute. The plain cooks' class was opened in the school in March, 1877. During the winter of 1877-'78, in the ladies' regular class and the plain cooks' class 120 lessons were given to about 1,200 persons.

The Cookery School, Boston, Mass., under the direction of Miss Maria Parloa, author of the *Appledore Cook Book*, was opened in October, 1877, and continues with unabated success.

The object of all these schools is the same, viz, training in cooking, and the diffusion of general information concerning food, and its relation to health and to domestic economy.

The Kitchen Garden is a school for teaching little girls the various branches of household industry by an ingenious adaption of object teaching. The system was invented by the founder of the schools, Miss Emily Huntington, who made the first experiment in New York City in 1877. A number of similar schools have since been established in New York, Brooklyn, and Boston, conducted by pupils of Miss Huntington. In each of the cities the benevolent enterprise has been fortunate in securing the support of ladies of wealth and refinement.

The instruction is embodied in six lessons, requiring one month's application each, and comprehending the following details of domestic work: Kindling fires, waiting on the door, and bed making; sweeping and completely arranging a room with the manipulations of broom, whisk broom, feather duster, &c.; all laundry processes from the preparation of the tubs to the delicacies of polishing and folding; scrubbing and laying a dinner table in the due order of different courses, in connection with which a pricking lesson teaches in Kindergarten style the parts of beef and mutton, and how to cut and cook each; last of all comes the mud-pie play. In this crowning device of the inventress of the system, with moulding clay as a substitute for dough and pastry, the children knead bread, turn tiny rolls, cut out biscuit, and make pies. All the lessons are enlivened and emphasized by appropriate songs. Thus, under loving guidance, with the simple device of toy appliances for real domestic apparatus, these children of poverty acquire the order, precision, and neatness essential to household service.

TRAINING SCHOOLS FOR NURSES.

Nine training schools for nurses are reported. They receive the hearty support and commendation of the medical fraternity and are constantly growing in public favor. They insist upon a high standard of moral excellence in their pupils and use every means to maintain superior excellence in the profession.

The directory for nurses adopted in some cities aids in this endeavor. Such a directory has been opened at the Boston Medical Library, where the following forms are in use:

(1) A form to be filled out by the nurse who seeks registration. The first page presents the regulations of the directory; the second, the questions she must answer; the third blank, the names and addresses of families to which she refers.

(2) A form to be filled out by the doctor to whom the nurse refers.

(3) A form to be filled out by the family to which she refers.

(4) A card upon which is entered in concise and simple manner the name, qualifications, and recommendations of the nurse. This is placed in the directory box for reference.

(5) Printed postals by which the registered nurse keeps the directory informed of her engagements.

The nurse training schools are in every sense of the word educational institutions, yet their relation to public charities is one of the most important results of their establishment. This is illustrated in the history of the training school for nurses attached to Bellevue Hospital. In their last annual report the managers of the school spoke of two projects for the relief of suffering which they felt ought to flow from the school. These were the establishment of an emergency hospital and district nursing among the poor. Both have been accomplished.¹ The superintendent of the school has always endeavored to teach the nurses the preparation of articles of special diet for the sick. But this branch of instruction was somewhat restricted, as the managers felt that they had no right to use the funds of the school for such a purpose. During the year one of the visitors of the Bellevue local visiting committee made a special donation to provide all the materials that were required for a diet kitchen, and a nurse is detailed each month to take charge of this department. Patients exhibit the most grateful appreciation of the delicacies thus provided.

INDUSTRIAL TRAINING.

Among the experiments in industrial training in connection with private institutions may be mentioned the new departure in Lasell Female Seminary, at Auburndale, Mass., extending the curriculum so as to include dressmaking, millinery, and cookery.

The Office has also received the prospectus of the manual training school of Washington University, St. Louis, Mo., to be established as a permanent branch of the polytechnic school.

The School of Industrial Art, long contemplated as a natural development of the Pennsylvania Museum, began its practical work this year. In the annual report of the board of trustees it is stated that the progress of the various departments more than equalled the expectations of the trustees. Industrial drawing is the most important experiment made in the direction of technical training in connection with the common schools. Since the introduction of this branch by State action in Massachusetts it has been similarly introduced in New York and in many cities, notably in Philadelphia, Baltimore, Washington, Cincinnati, Chicago, St. Louis, and San Francisco.

DRAWING IN THE BOSTON PUBLIC SCHOOLS.

The revision of the organization of the Boston public schools includes a change in the programme of drawing, and affords a proper occasion for reviewing the history of the work up to the present moment and for outlining the new scheme. This has been done by Professor Walter Smith, State director of drawing, from whose statement the following summary is prepared.

Previous to 1871, drawing had been pursued in the schools as an amusement or recreation; it was now proposed to make it industrial and educational. This necessitated an entirely new range of exercises and a grading of the subject for pupils of all school ages—a truly original experiment, for although parts of the scheme had been attempted in several European countries, no one country had as yet systematically organized a course of study in drawing graded in educational sequence from the first to the last year of public school life and made it a radical element in all education.

¹ During the year 5 nurses from the school have assisted Mrs. Brown, superintendent of the female branch of the city mission. One of these young ladies attended 131 cases in six months, and the total number of visits made by the five was 2,742. These nurses were supported by private ladies.

In addition to the obstacles arising from the nature of the undertaking, public incredulity had to be overcome, since nine out of ten persons doubted the possibility of teaching drawing at all, excepting to those specially gifted. As the work advanced and such doubts disappeared before the evidence of the senses, criticisms of the method multiplied; nevertheless, the plan was steadily pursued, and now has an assured place among the methods of American education and has gained a large measure of public approval. The work of the past eight years must be regarded as preliminary; it is now practicable to apply the scheme of industrial drawing to the public schools as a subject of general education with comparatively little friction.

In the revised scheme, freehand, geometrical, and model drawing are no longer treated as separate branches to be studied at different times in the year, but the exercises are so arranged that a small portion of each subject shall be practised every half year and the lessons be thus continuous.

The number of pages of the text books devoted to geometrical problems and definitions has been decreased from 36 to 20, and exercises have been suggested to illustrate the subject of design. Model and object drawing from copies has been placed in an elementary form in the middle grammar classes as a preparation for drawing from the solid or round objects in the higher, and the exercises in design which are practised for eight years in primary and lower grammar classes are directed in the first grammar classes to a particular purpose, as the decoration of a book cover or a tile pattern. Instruction in the elements of perspective with instruments is also introduced in the last year of the grammar schools. The work in the high schools has been arranged so as to make it a natural sequence to the grammar school work, and at the same time the lower and middle classes of the high school are made directly preparatory to the senior. The principles recognized and ends sought by this plan are thus epitomized by Professor Smith:

- (1) All children who can be taught to read, write, and cipher can be taught to draw.
- (2) Drawing, by the law of Massachusetts, is required to be taught to every child as an element of general education, like reading, writing, and arithmetic.
- (3) As an elementary subject, it should be taught by the regular teachers, and not by special instructors.
- (4) The true function of drawing in general education is to develop accuracy and to exercise the imagination, thereby tending to produce a love of order and to nourish originality.

* * * * *

- (7) In the primary, grammar, and high schools drawing is elementary and general; in the normal and evening schools, advanced and special; for teaching purposes in the first, and for skilled industry in the second.

* * * * *

- (10) Drawing may now take its legal place in the public schools as an element of, and not, as before, a specialty in, education, at as little cost as any other equally useful branch of instruction, with the prospect that at a future time as many persons will be able to draw well as can read or write well, and as large a proportion be able to design well as to produce a good English composition.

INSTRUCTION OF GIRLS IN SEWING.

In Boston, pupils of the fourth, fifth, and sixth classes of the grammar schools receive two hours' instruction during each week, one hour at a time, in sewing.

Each scholar is required to bring work from home, prepared as far as possible, but the teacher must keep work on hand, ready prepared, in case of any pupils not being supplied. Teachers must also keep on hand a supply of needles, thimbles, and thread; they must attend to the preparation and fitting of work out of school, so that the whole hour may be given to instruction. Every effort is made to vary the instruction, so that girls may learn all the varieties of work from plain sewing and darning to nice stitching and button holes.

The city school report does not give the number of girls who were actually instructed in this branch during the year 1876-77, but the whole number of pupils in the three grammar grades where it is taught was 16,521, and it may be assumed that about one

half of these, or over eight thousand, received such instruction. The number of special teachers employed to give it was 27.

The instruction is generally satisfactory. The greatest obstacle encountered seems to be the difficulty of securing a proper gradation both in the instruction and in the work provided for pupils. Much of the work brought by the girls from home is not suited to their abilities, and there is great difference in the skill of pupils in the lowest classes, some not even having learned to thread a needle. The earnest efforts of the sewing committee have been directed toward securing the necessary classification, and they report a considerable degree of success but much still remaining to be done.

In the public schools of Providence, R. I., sewing has been taught for several years past "with great advantage to the girls receiving instruction and without detriment to their usual studies," as is stated in the city report for 1875.

In 1874, nearly 600 girls were taught every week to sew in the vacation schools of this city, and among the fruits of such instruction it is mentioned that more than 400 girls who received their first and last teaching in the use of the needle in these schools had been enabled by it to earn from \$4 to \$12 a week.

INDUSTRIAL INSTRUCTION FOR THE DEPENDENT CLASSES.

Organizations for helping the poor and destitute recognize that one of the most effective means is training the children in work which will enable them to become self supporting. It is in connection with these benevolent efforts that some of the most promising experiments in industrial education and some of the most valuable suggestions pertaining thereto have arisen.

Much is effected by the women's Christian associations of various cities through the establishment of schools of special industry, and by the constant and able discussion of the subject in public conferences.

One of the seven standing committees of the Women's Educational and Industrial Union of Boston¹ is styled the committee on industrial education. Their duties are thus defined:

It shall be their duty to try to enable women to rise superior to the condition or circumstances of their situation by directing them to the necessity of unfolding their individual talents to a profitable issue, either in the domain of art, science, trade, manufacture, invention, home avocations, or whatever else offers to secure this end.

The Philadelphia Society for Organizing Charitable Relief and Repressing Mendicancy employs a system of districting and examining the city which promises to set more clearly before the public than ever before the true requirements of the dependent classes. The society, although as yet in its initiatory stages, has taken up the subject of the proper education of children as of the greatest practical importance in solving the problems of pauperism and crime.

The officers of the society endeavor to coöperate with public school authorities to secure the attendance of all children of a suitable age at the public schools. It is stated in the official report of the society "that there are over 10,000 children in the city who will become criminals unless the strong influences of education and reputable associations are at once invoked to rescue them." For the purpose of discovering what facilities existed for placing these children in the schools inquiries were addressed to the secretary of the school board as to the balance of room available for the purpose, from whom it was learned that there was accommodation for 3,553 additional pupils in the aggregate of city schools. The society earnestly urges its ward associations to adopt as a basis of action the rule of refusing aid to families detaining their children from school and instructs its visitors to carry out the spirit of the requirement. Two

¹ The Women's Educational Association of Boston has interested itself in the introduction of women to the Institute of Technology; in the Harvard examinations for women; in the scheme for private collegiate instruction for women in Cambridge; in the Boston Cookery School; in the publication of tracts on moral and physical education; in the School of Art Needlework; in the teaching of sewing in public schools; and in the establishment of the the Girls' Latin School in Boston.

important results would be attained wherever such a regulation should be enforced: (1) the class of children for whom public schools are absolutely essential would be brought under their influence, and (2) this would materially aid in determining the kind of education which these schools ought to afford.

The Labor Exchange, Washington, D. C., was organized through the efforts of a company of philanthropic citizens in September, 1877. The purposes of the society were to relieve the poor of the District by a better organization of public and private charities, to devise means for the employment of poor laborers on public works, to bring poor laborers into communication with employers without expense, to establish new industries which might be beneficial to the poor and also to the District, and to correct, as far as possible, the evils of indiscriminate almsgiving.

As finally constituted, the board of managers included the following residents of the city: Hon. M. G. Emery, president; L. J. Davis, treasurer; L. S. Emery, secretary, General John Hitz, Mr. A. S. Solomons, Mr. James E. Fitch, Mr. John T. Mitchell, Mr. William Ballantyne, Mr. S. A. H. Marks, Mrs. Jane Hitz, Mrs. Leonard Whitney, Miss Susan Walker, Mr. J. T. Smith, Mr. W. R. Smith, Mr. J. P. Khingle, Dr. C. C. Cox, Mr. M. Goldstein, Col. Thomas L. Tullock, Mr. John F. Cook, and Mr. John A. Baker.

The plans they adopted proved practicable, and the organization existed long enough to demonstrate the great need of its service, but the want of means prevented its permanency. The opportunities for work were so inadequate to the necessities of the applicants who thronged the office that the managers sought for employment under the District or United States authorities. This resulted in an arrangement for filling up the old canal, securing to each man who would perform a day's work fifty cents out of the funds of the exchange.

Every day's experience in the female department made more and more apparent the great lack of occupation for women incapable of severe exertion.

In November, the Commissioner of Agriculture addressed a communication to the board of managers asking if the Labor Exchange could undertake the manufacture of seed packets for the department. The proposition was gladly accepted and the work commenced as speedily as possible. Steps were also taken toward the establishment of a training school for nurses, in which enterprise the physicians of the city engaged with much energy. A free class for instruction in China decoration was also opened, and a repository provided where all articles of handiwork could be offered for sale without charge to the owner. Thus four industries for women were established through the efforts of the exchange.

The progress of industrial training has been promoted by the influence of reformatory and charitable associations. In institutions of the former class various trades and branches of feminine handiwork are taught, and the occupation thus afforded and the interest created have aided in overcoming vicious tendencies and in developing application and self-control. In many cases refractory or idle youths have been fitted by these exercises, combined with proper intellectual and moral training, to be returned as conscientious and industrious members of society.

Sarah J. Smith, the superintendent of the Indiana Reformatory Institution for Women and Girls, in Indianapolis, places great stress upon such occupation, and those under her charge are kept industriously at work.

FOREIGN APPRENTICE SCHOOLS.

Prof. Silvanus P. Thompson¹ has contributed valuable information on the subject of technical education in a paper on "Apprenticeship schools," embodying the results of his investigations of the methods pursued in France and Germany. He proposes four solutions of the problem of how to train artisan children, all of which have been tested.

(1) Apprenticing children at an earlier age than at present and making it obligatory

¹Silvanus P. Thompson, B. A., D. SC., F. R. A. S., professor of experimental physics, University College, Bristol. The paper was read originally before the British Association at Sheffield, and has since been published in pamphlet form.

that all through their apprenticeship they shall have every day a certain number of hours of schooling in a school attached to the workshop.

(2) Keeping children at school for a longer period, on condition that they shall pass a certain amount of time in a workshop attached to the school.

(3) Organizing a school and workshop side by side, an equal number of hours being devoted to manual labor and to study.

(4) Sending children for half the day to the existing schools, and the other half to work in the shop or factory.

As a type of about two hundred schools in different parts of France on the first plan he cites the establishment of Messrs. Chaix & Co., the French Railway Guide printers. The Messrs. Chaix's typographical school has been in existence for seventeen years, and has supplied nearly a hundred able workmen to the firm itself, while the few who have left have found exceptionally good places. In this school the apprentice is bound for four years, the employers guaranteeing him a place at the expiration of his time. The apprentices are in two classes, compositors and printers. Those of both classes spend two hours daily in the school room in improving their knowledge of the elements or in going through a technical course of typography. Lastly, there is a course on such subjects as the history of typography or mechanics, physics, and chemistry, as far as they apply to printing machinery and processes. During the three years the apprentice compositors receive from 10 to 50 cents a day, and the printer apprentices from 15 to 90 cents a day.

There is one excellent school in Paris on the second plan. The pupils in handicrafts work alternately at carpentry, wood turning, forging, &c., for two years, after which their work is specialized. They are also instructed in modelling and technical drawing, and in the summer they visit the neighboring factories. On the completion of the preliminary two years they are draughted off into one of the three special workshops, in which modelling and carving, carpentry and woodwork, and iron and metal work are carried on under the superintendence of master workmen, who have made the teaching of their various crafts a special study.

Of the third system France affords two good examples, namely: The Paris Municipal School of Apprentices, where several distinct trades are taught, and the Besançon Municipal School of Horology, where clock and watch making alone are taught.

In the Paris school, apprentices are only admitted between the ages of 13 and 16. They must have a certificate showing that they have completed their elementary education or else undergo an examination. In comparison with schools of the second type, a larger amount of time is devoted to the workshops, which are here more extensive and complete. The course is a three years' initiation into the handicraft taught, and a majority of the pupils leave the school able workmen. The trades in which direct instruction is given, are those of the carpenter, wood turner, pattern maker, smith, fitter, and metal burner. The average age of the pupils who left the school in 1877 was 17½ years and their average earning in the places they had obtained was 76 cents a day, one boy of 17 getting \$1.25 a day as a smith. The instruction is entirely gratuitous and the whole of the necessary tools, machines, books, &c., are supplied by the municipality.

The Besançon school is managed on similar principles and is an entire success. It is supported entirely by the Besançon municipality. In addition to instruction in every branch of horology, the apprentices receive lessons in their own language, arithmetic, algebra, geometry, physics, chemistry, mechanics, and drawing so far as they relate to horology.

The fourth system or that of half-time schools has only been partially tried in France. One radical defect in it is that there is no correlation between the work done in the factory and the information imparted by the schoolmaster.¹

¹The city of London guilds and other corporate bodies seem at length convinced of the necessity of adopting some measure at once for the advancement of technical education. The city companies have set aside £15,000 annually for the promotion of this object.

RECOMMENDATIONS.

The observations and experiences of the year have only added facts to illustrate the importance of the recommendations I have made in previous reports. I therefore hereby substantially renew them.

(1) An increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

(2) The enactment of a law requiring that all facts in regard to national aid to education and all facts in regard to education in the Territories and the District of Columbia necessary for the information of Congress, be presented through this Office. For the purpose of enabling the government to meet its responsibilities with respect to the education of the people in the Territories, I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President; his compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(3) In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

(4) I respectfully recommend that such provision as may be deemed advisable be made for the publication of 15,000 copies of the Report of the Commissioner immediately on its completion, to be put at the control of the Bureau for distribution among its correspondents, in addition to the number ordered for distribution by members of the Senate and House.

(5) I also recommend that provision be made for the organization of an educational museum in connection with this Office and for the exchange of educational appliances with other countries.

CONCLUSION.

What has been said of the previous year may be said of this in the severity of the strain upon the Office. My assistants have my heartiest thanks. I can but hope that an increased appreciation of the work performed by the Office will ere long lead to more adequate appropriations. I desire to make the fullest acknowledgement of my indebtedness to all in the public service and all engaged in the work of education throughout the country who have aided me in the prosecution of the work of the Office.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. C. SCHURZ,
Secretary of the Interior.

ABSTRACTS

OF THE

OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES,
TERRITORIES, AND CITIES,

WITH

ADDITIONAL INFORMATION FROM VARIOUS SOURCES.



PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems, and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, and scientific and professional schools, dependence is placed on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

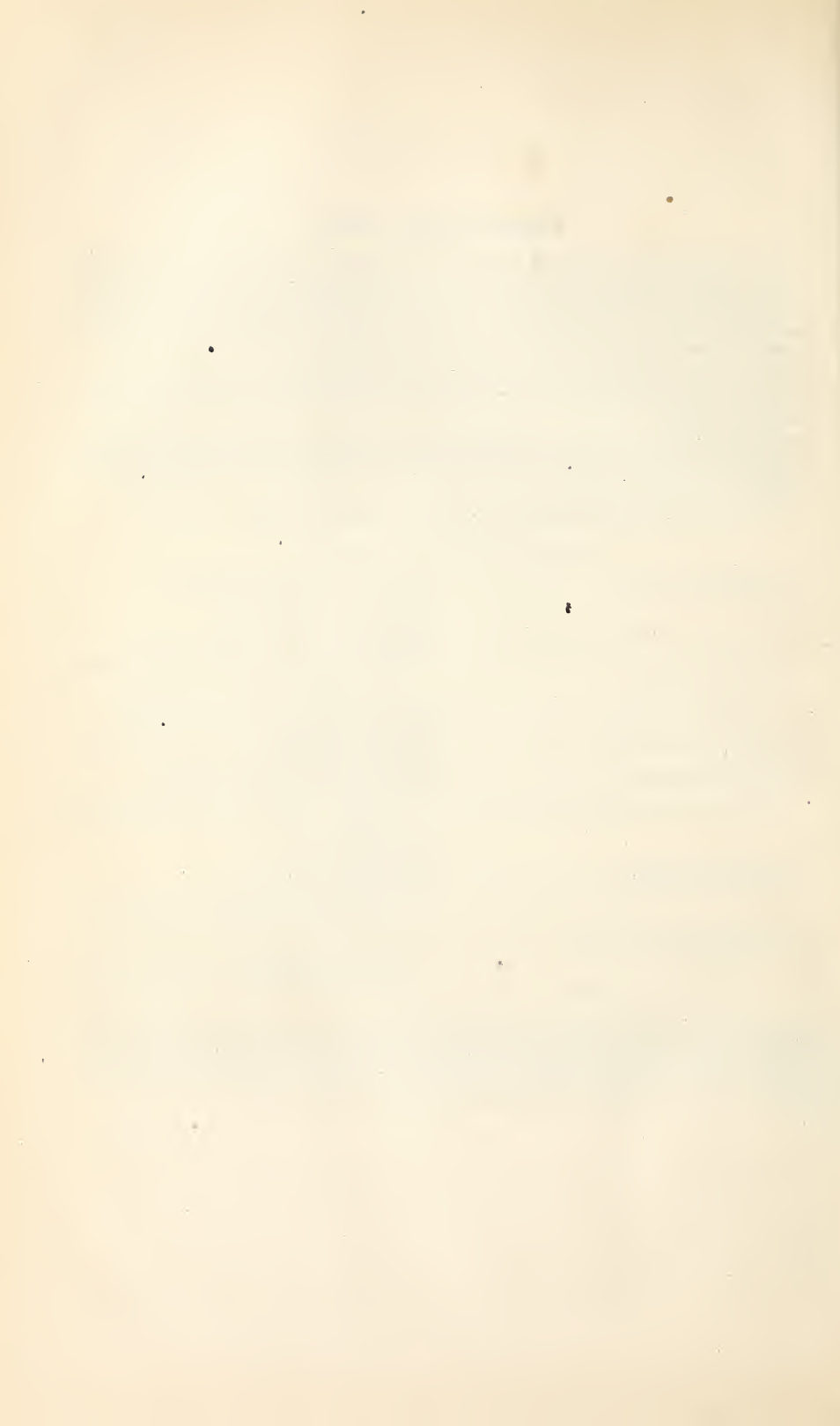
The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF THE ABSTRACTS.

- | | |
|---|---|
| 1. STATISTICAL SUMMARY..... | (a) School population and attendance
(b) School districts and schools.
(c) Teachers and teachers' pay.
(d) Income and expenditure. |
| 2. STATE SCHOOL SYSTEM..... | (a) Officers.
(b) Other features of the system.
(c) General condition, marking specially anything new and noteworthy. |
| 3. CITY SCHOOL SYSTEMS. | |
| 4. TRAINING OF TEACHERS | (a) Normal schools and normal departments.
(b) Teachers' institutes.
(c) Teachers' department of educational journals. |
| 5. SECONDARY INSTRUCTION | (a) Public high schools.
(b) Other secondary schools. |
| 6. SUPERIOR INSTRUCTION | (a) Colleges for men, with universities.
(b) Colleges for women. |
| 7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION | (a) Training in scientific schools and agricultural colleges.
(b) Training in theology.
(c) Training in law.
(d) Training in medicine. |
| 8. SPECIAL INSTRUCTION..... | (a) Deaf, dumb, blind, &c. |
| 9. EDUCATIONAL CONVENTIONS | (a) Meetings of State associations.
(b) Special meetings of teachers, school principals, and superintendents. |
| 10. NOTEWORTHY BENEFACTIONS. | |
| 11. OBITUARY RECORD..... | (a) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year. |
| 12. CHIEF STATE SCHOOL OFFICERS..... | (a) State board of education or State superintendent. |

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education here tenders his cordial thanks to all concerned.



ALABAMA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (7-21).....	214, 279	214, 720	441	.....
Colored of that age.....	155, 168	155, 525	357	.....
Whole number of school age.....	369, 447	370, 245	798	.....
Whites enrolled in public schools.....	88, 622	96, 799	8, 177	.....
Colored enrolled in public schools.....	54, 949	63, 914	8, 965	.....
Whole enrolment.....	143, 571	160, 713	17, 142	.....
Average attendance of whites.....	62, 796	57, 466	.....	5, 330
Average attendance of colored.....	40, 232	41, 659	1, 437	.....
Whole average attendance.....	103, 018	99, 125	.....	3, 893
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	1, 700	.....	.....	.....
Public schools for whites.....	2, 760	3, 335	575	.....
Public schools for colored.....	1, 415	1, 461	46	.....
Whole number reported.....	4, 175	4, 796	621	.....
Average time in days.....	81 $\frac{1}{2}$	84 $\frac{1}{2}$	3 $\frac{1}{2}$	.....
Average of enrolled whites to teacher..	31	29 $\frac{3}{8}$	.....	1 $\frac{3}{8}$
Average of enrolled colored to teacher..	37	39	2	.....
TEACHERS AND THEIR PAY.				
White teachers in public schools.....	2, 786	3, 338	552	.....
Colored teachers in public schools.....	1, 439	1, 462	23	.....
Whole number of teachers.....	4, 225	4, 800	575	.....
Average pay of teachers.....	\$22 65	\$17 44	.....	\$5 21
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$417, 242	\$377, 188	.....	\$40, 054
Whole expenditure for them.....	392, 493	358, 697	.....	33, 796

(From the report of Hon. Le Roy F. Box, State superintendent of education, for the year ending September 30, 1878, which contains tables for the two years indicated. At some points the figures differ from those of the report for 1876-'77, because of additional returns since received. The income and expenditure are from returns to this Bureau; the decrease in these items is apparent only, the State having raised about the same amount each year and the excess in 1876-'77 being due to balances from previous years in the hands of county school officers. The statistics from Winston County and the city of Montgomery are not included, reports from them not having been received by the State superintendent.)

STATE SCHOOL SYSTEM

OFFICERS.

Under the revised school law, a State superintendent of education, elected by the people and commissioned by the governor in every year of even number, still has the general supervision and administration of the public school system.

County superintendents of education, one for each county, appointed by the State superintendent every year of odd number, also still have, under him, the supervision of the public schools in their respective counties. In examining teachers and conducting teachers' institutes each county superintendent now has the aid of two teachers of his county, appointed annually by himself. These teachers and himself constitute a county educational board, without a certificate from which no one can be employed

as a teacher in the public schools of the county; but a diploma from any chartered institution of learning will entitle an applicant to a license without examination, on proof of good moral character.

A township superintendent of public schools, under the new law, comes into the place of the former township trustees, with nearly the same general duties, but with some additions to former powers.¹ One superintendent for each township or allowed fraction of a township is to be appointed October 1, 1879, to hold office for two years.

OTHER FEATURES OF THE SYSTEM.

The means for maintaining public schools in this State are furnished largely, if not wholly, by the State treasury. Neither the report nor return of the superintendent of education furnishes any indication of a local tax for schools, although the law allows each county, except Mobile, to raise one annually. Thus furnishing the funds, the State concentrates large power over the school system in its officers. Under the latest law it makes the State superintendent appoint the county superintendents; these, the township superintendents; and then gives these last the direction of almost everything with reference to the schools, after consultation with the people. Should any county raise a local tax to supplement the State fund apportioned to it, such tax must not exceed 10 cents on each \$100 of valuation; and at least 50 per cent. of it must go towards the payment of teachers, the residue to township school libraries, school-houses, or such other contingent expenses of the schools as the county superintendent shall determine. As in other Southern States, separate schools for white and colored children form the imperative rule. Those for each race are open to resident children of that race from 7 to 21 years old, and a poll tax of \$1.50, required by the State from every male inhabitant 21 to 45 years of age, is allowed to remain in the treasury of each county in which it is collected and to be apportioned to the townships for the benefit of the schools for the two races in the proportion in which it was received from each race. No money raised for the support of public schools may, however, be used to support denominational or sectarian schools. The basis for apportionment of all State funds for schools is the number of children of school age reported by the township superintendents, who make the enumeration. Teachers in public schools must now hold certificates of qualification from the county examining board; must forward quarterly to the county superintendent a sworn report of their schools in order to draw their pay; must be members of the county institutes held for their race within their county, and must attend at least once annually. The school month of the State is 20 days; the school day not less than 6 hours. Public examinations of the schools are required to be held at least once a year, and when an educational board is satisfied that any pupil has mastered the prescribed studies it must give a certificate to that effect.

GENERAL CONDITION.

The points of gain in 1878, as may be seen from the table of statistics, were considerable: the enrolment in public schools increasing by 17,142 and greatly exceeding the increase of school population, which was only 798; the schools reported increasing also by 621, and the teachers by 575. The addition of three days to the average school term is also a decided gain, implying much fuller instruction in a considerable number of the schools. The only important points of loss were a diminution of 5,330 in the average attendance of white pupils and a falling off of \$40,054 in the receipts for public schools, as well as of \$33,796 in the expenditures for them. The decrease in the attendance of white pupils in the face of a large increase of enrolment is unexplained, and seems the more singular from the fact that the average attendance of colored pupils increased by 1,437. Three new arrangements under the revised school law have doubtless already made some improvement in the schools and will make more hereafter: the first is the substitution of a township superintendent for the former 3 township trustees, thus concentrating responsibility for local supervision and probably adding much to its efficiency; the second is a requirement that every teacher of a public school must hold a certificate of qualification from the county educational board, a matter which was previously left to the discretion of the trustees; the third, hardly less important, is the institution of a system of institute instruction for the teachers, under the direction of this county board, with the requirement that every teacher shall attend at least one institute meeting annually. If to this last obligation the State should add appropriations to secure competent instructors at the institutes, the benefit secured from them would undoubtedly be much

¹ He determines, for instance, the number of schools to be established in his district; fixes the location of each school, the time of its opening, and the length of session; apportions to each the amount it shall receive from the public school revenue allotted to the township for the current year; and decides how many and what children of his district shall be transferred to other districts for the year, apportioning the amount necessary to pay for teaching them; and if a school of either race cannot be established in his township from want of a sufficient number of such race living within a reasonable distance, he determines how many and what children of such race shall be entitled to the benefit of the school fund to secure tuition in any other way possible.

increased; but closer supervision, the obligatory examination of teachers, and the requirement that the whole body of teachers in a county shall meet in an institute once or more in every year for fuller instruction in modes of teaching and school management must certainly improve the quality of the current teaching.

CITY SCHOOL SYSTEMS.

OFFICERS.

Of the cities of the State, Birmingham, Huntsville, and Selma have city superintendents, as the only distinctive school officer, though in Huntsville he is "authorized," not required, to coöperate with the mayor and aldermen in keeping up the schools. Eufaula has a city board of education of 5 members, and Montgomery one of 6 members, each with a city superintendent. Mobile has a combined county and city board of 6 school commissioners, with a superintendent; Opelika has a board of trustees of 9 members, with a superintendent.

STATISTICS.

The figures here given are from the State report for 1877-'78, Montgomery not fully reporting:

Cities.	Estimated population.	Youth of school age.	Enrolled in public schools.	Average attendance.	Teachers.	Expenditure for tuition.
Mobile <i>a</i>	40,000	23,865	4,158	3,700	101	b\$17,094
Montgomery	15,000	3,004	.....	.....	.....	.....
Selma	8,000	1,736	922	596	14	61,420

a As Mobile, under a special act, unites in one system the schools of the county with those of the city, the statistics given include both.

b The expenditure for tuition represents only that received from the State, not that from city funds.

ADDITIONAL PARTICULARS.

The schools of Mobile, city and county, were 70 for white and 31 for colored pupils; those of Selma, 8 for white and 6 for colored: there was therefore, in each case, 1 teacher to a school. The average time of schools for whites in Mobile was 135 days and for colored, 123 days; in Selma, it was 240 for both races.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *State Normal School for White Male and Female Teachers*, at Florence, received from the State in 1878 \$5,000; the *Normal School and University for Colored Teachers and Students*, at Marion, \$4,000, and the *Normal School for Colored Teachers*, at Huntsville, \$1,000. In the Florence school, according to a return, there were 4 instructors and 173 students, 42 of them in a normal course of 3 years; in the Marion school, 5 instructors and 225 students, all reckoned as normal, in a 4 years' course of study; in the Huntsville school there were 2 instructors and 60 students. Of each of these State institutions and its work the State superintendent speaks in high terms in his last report, saying, too, that "good results are seen and felt wherever a graduate of one of these schools engages in teaching in the public schools."

The other normal schools reported for 1878 were the Rust Normal Institute, at Huntsville (under Methodist auspices), where were 2 instructors and 60 pupils, 8 of them normal, and the Emerson Institute, Mobile (under the auspices of the American Missionary Association, Congregational), which made return of 5 instructors and 117 pupils, 27 of them normal. The school last named had the misfortune to lose by fire its commodious building in 1876, but through the energy of its managers and friends it has more than repaired the loss, entering on a good new building in a better situation May 1, 1878. Under the direction of the association named there were two other normal institutions in operation during 1878: Talladega College, at Talladega, with 174 normal pupils, and Trinity School, at Athens, with 46 normal pupils.

TEACHERS' INSTITUTES.

The State superintendent says that he looks confidently to the teachers' institutes now required to be held by the county boards of education for that improvement of teaching in Alabama which alone will give schools worth the expenditure of the funds at command. He expresses his intention to visit personally many of the counties, in order that he may assist in the organization of these institutes, as well as to attend to the supervisory duties required of him by law.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of schools of this class reported to the State superintendent as taught in 1876-'77 was, according to a table in his last report, for white pupils, 160; for colored, 6. In the tables relating to 1877-'78 there is no reference to such schools, the form of return from teachers and school officers having been altered to include only the number of pupils in six elementary branches, instead of giving, as in the previous year, the number of primary, intermediate, grammar, and high schools.

OTHER SECONDARY SCHOOLS.

For statistics of reporting business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix following, and the summaries of them in the report of the Commissioner preceding.

A fact which may not appear in the tables may be mentioned in this connection, viz, that there are commercial or business courses in Howard College, Marion; Spring Hill College, near Mobile, and the State Agricultural and Mechanical College, Auburn. One has been said to exist also at the Southern University, Greensboro; but no trace of it appears in the latest catalogue at hand.

SUPERIOR INSTRUCTION.

COLLEGES FOR MEN.

The *University of Alabama*, Tuscaloosa, entirely under State control, has its academic curriculum arranged according to the plan common at the South, *i. e.*, in schools instead of departments. Thus, in place of the classical department of most northern colleges, we find a school of Latin, school of Greek, school of English language and literature, and school of modern languages; while, in place of a scientific or philosophical department, there are schools of chemistry, of geology and natural history, of natural philosophy and astronomy, of mathematics, and of mental and moral philosophy. Each school has its own professor and usually three classes, a junior, intermediate, and senior, each of two terms. A student who pursues to its close the course of study in any school and on examination demonstrates his proficiency, receives the degree of graduate in that school; one graduating in two schools and pursuing satisfactorily certain studies in the others, receives the bachelor of arts degree, and the bachelor remaining for another year and graduating in at least three schools is made master of arts.

Essentially the same system, with only some difference in details, is pursued at *Howard College*, Marion (Baptist), and at the *Southern University* (Methodist Episcopal South), Greensboro;¹ but at *Spring Hill College*, near Mobile (Roman Catholic), there is a classical course of 6 years, the first 2 corresponding with the preparatory classes of most colleges, the others answering to the four ordinary college classes.

For statistics of these institutions in detail, see Table IX of the appendix following; for a summary of them, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The names, localities, and statistics of this class of schools may be found in Table VIII of the appendix, and a summary of the statistics in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Alabama Agricultural and Mechanical College, Auburn, besides a preparatory course of 2 years and the customary 4 years' collegiate course in literature, had in 1878 courses of 4 years each in agriculture, in science, and in engineering; there were shorter courses in surveying and in building and architecture, and a commercial course of 2 years. Provision is also made for graduate courses of a year each, leading to higher degrees in agriculture, literature, science, and engineering. The attendance in 1877-'78 reached 235. Scientific schools also exist in connection with the State University, the Southern University, and Howard College. For full statistics of the agricultural college, see Table X of the appendix; for any scientific students reported by the other institutions named, see Table IX.

¹The Southern University has also regular collegiate and scientific courses; the former of 4 years beyond the introductory class, the latter of 3 years.

PROFESSIONAL.

Theological training, under Methodist influences, is afforded to some extent in the School of Biblical Literature of the Southern University, Greensboro, and at the Rust Biblical Institute, Huntsville, for colored students; under Baptist influences, in the School of Moral Science and Theology, Howard College, Marion. Statistics of attendance for 1878 are wanting. The theological department of Talladega College, Talladega (Congregational), had 20 students in attendance in 1878.

Legal training is given at the law schools of the State University and of the Southern University, as well as at that of Howard College. Of the last two there are no statistics for 1878. At the State University 15 law students graduated in 1878 and 13 entered for the course of 1878-'79; 4 of these last were college graduates. The course covers a year and a half. There was no preliminary examination in 1878.

Medical training is provided for at the Southern University (the medical school of which, however, had only 1 student at the last report) and at the Medical College of Alabama, at Mobile, where there were 18 graduates in the spring of 1878 and 39 entrances for the class of 1878-'79. The course covers 2 years, with 20 weeks of attendance in each year. No examination for admission was required in 1878.

SPECIAL INSTRUCTION.

ALABAMA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, TALLADEGA.

For the year ending September 30, 1878, the deaf-mute pupils were 41 in number, the blind 13, making 54; of whom 34 were males and 20 females. The usual employments were continued in alternation with the school room training, and the boys are said to have made good progress in boot and shoe making, cane seating and broom making, and the manufacture of mattresses.

A new brick fireproof building—including a kitchen, store room, ironing room, bakery, 2 bathrooms, a boys' hospital, and dormitory—was finished in 1877 at a cost of about \$4,000. The means to complete it were saved out of the annual appropriations, and it is proposed to provide in the same way the funds needed to erect a chapel and school building, to cost \$10,000, if the legislature should consent.

CHIEF STATE SCHOOL OFFICER.

Hon. LE ROY F. BOX, *State superintendent of education, Montgomery.*

[Second term, 1878-1880.]

ARKANSAS.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21).....	203,567	216,475	12,908	.....
Taught in the public schools	33,370	33,747	377	.....
SCHOOLS AND SCHOOL BUILDINGS.				
Houses with grounds inclosed	30	25	.....	5
Reported as built in the year	38	80	42	.....
Reported as built previously	572	400	.....	172
Cost of those built during the year....	\$8,825	\$9,439	\$614	.....
Whole estimated value of school property.	166,793	118,514	.....	\$48,279
Number of pupils in spelling	31,150	21,922	.....	9,228
Number of pupils in reading	17,354	17,252	.....	102
Number of pupils in writing	10,671	6,490	.....	4,181
Number of pupils in arithmetic	11,816	15,063	3,247	.....
Number of pupils in grammar	3,586	4,037	451	.....
Number of pupils in geography	3,367	4,302	935	.....
Number of pupils in history	1,110	1,352	242	.....
Number of pupils in higher branches .	555	1,425	870	.....
TEACHERS AND THEIR PAY.				
Male teachers employed.....	639	710	71	.....
Female teachers employed	187	165	.....	22
Whole number in public schools.....	826	875	49	.....
Average monthly pay of men.....	.....	\$50	.....	.....
Average monthly pay of women.....	.....	40	.....	.....
INCOME AND EXPENDITURE.				
Receipts for public schools	\$226,005	\$170,335	.....	\$55,670
Expenditure upon them.....	143,331	148,393	\$5,062	.....

(From the report of Hon. George W. Hill, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The chief executive school officer is a State superintendent of public instruction, chosen biennially by the people. The governor, secretary of state, and superintendent form a board of commissioners of the common school fund, their duty being to look after the safe investment and management of it.

A county examiner for each county, appointed by the county court biennially, examines and licenses teachers for the public schools of his county, and performs most of the other duties of a county superintendent of schools. Three directors, chosen by the people for terms of 3 years each, with change of one each year, have in each school district of the several counties the charge of public school interests for their district.

OTHER FEATURES OF THE SYSTEM.

The annual income of the State school fund, with \$1 per capita annually assessed on each male inhabitant over 21, and so much of the ordinary State revenue as may be set apart for the purpose by the legislature, goes to maintain a system of free common schools, open in each district to all residents between 6 and 21 years of age. The taxes for these schools are restricted by the constitution of 1874 to 2 mills on the dollar for the State and to 5 mills on the dollar for school districts. Reports of the working of the school system are required to be made annually by district directors to the county examiner, by the county examiner to the State superintendent, and by him to the gov-

ernor. To obtain State aid, each district school must be taught by a regularly licensed teacher and must be kept in session for 3 months of the year preceding the apportionment. A private school, with the consent of the directors, may be held in the school-house of any district when the public school is not in session. For the improvement of public school teachers, provision is made for holding institutes in each judicial district as well as in every county, the former by the State superintendent, the latter by the county examiner or a deputy appointed by him. It is made the duty of teachers to attend these, and no deduction from their pay can be made for such attendance. Text books for the public schools are recommended by the State superintendent, but the use of them is not imperative.

GENERAL CONDITION.

Superintendent Hill, in reporting for 1877 and 1878, asserts educational progress in the following particulars: (1) A marked increase in the number of districts voting the maximum school tax allowed by the constitution; (2) a more general demand for better teachers; (3) an increased disposition to discuss educational questions; (4) a greater manifestation of interest in the annual district meetings; (5) a closer inquiry into the character of proposed district school officers before election and more rigid inspection of their acts afterward; (6) greater fidelity to duty on the part of such officers, partly from the watch kept on them, partly from their increased sense of responsibility; (7) fuller and prompter reports from district and county officers; (8) a deepened sense of dependence on the public school system for the education of the youth of the State; (9) a greater effort on the part of teachers to organize in teachers' institutes and associations, with a view to improvement in their ideas and their work; (10) freer expressions of encouragement from school officers, teachers, and parents in all parts of the State, evincing a more favorable feeling towards the public schools and indicating greater energy, intelligence, and activity in those who manage them.

No doubt much of the improvement thus reported has been due to the superintendent's own exertions, for in 1877 he travelled 4,500 miles in the performance of his duties in a State in which travelling facilities are comparatively poor, traversed 43 counties, most of them twice, visited 44 towns, delivered 55 educational addresses, held 13 teachers' institutes, answered 2,000 letters of inquiry, visited and addressed schools wherever practicable, and kept up an educational department in two papers, furnishing for this purpose 300 pages of manuscript.—(Report of Superintendent Hill for 1878.)

CITY SCHOOL SYSTEM.

LITTLE ROCK.

Officers.—A board of school directors of 6 members elected for terms of 3 years, one-third liable to change each year, has charge of the public schools. A city superintendent, chosen annually by the board, acts as its executive officer.

Statistics.—Population of the city, 18,000; children of school age (6-21), 6,146; enrolled in public schools, 2,142; average daily attendance, 1,536; number of school buildings, 7; schools (primary 11, intermediate 7, grammar 4, high 2), 24; teachers, 27; estimated value of school property, \$50,700; expenditure for schools, \$20,614.

Additional particulars.—The schools are divided into 8 grades below the high schools, the course in which appears to be 3 years. Since 1875 there has been an increase of 754 in the enrolment, of 596 in the average number on the rolls, and of 354 in daily attendance, without addition to the number of teachers; each teacher has therefore an average of 79 on the school roll and of nearly 50 in daily attendance. To remedy the overcrowding thus necessitated, the primary department in one of the school buildings for colored pupils has been divided, the girls attending in the morning and the boys in the afternoon. The superintendent recommends the same form of relief for all the primary grades, as he sees no immediate prospect of additional school room. As far as tried, the division into half day classes has worked well, and it is thought that for young children, 6 to 8 years old, it will be better than confinement to desk and studies for 6 hours daily.—(Report of Superintendent J. M. Fish, for 1877-78.)

OTHER CITIES.

Several smaller places report school statistics to the State superintendent as follows:

Cities.	Enrolment.	Average attendance.
Helena.....	383	373
Pine Bluff.....	648	412
Hot Springs.....	614	.....
Bentonville.....	300	173

All these, with Little Rock and Van Buren, received aid from the Peabody fund; they may consequently be understood to have graded school systems.

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The State institutions to prepare teachers for the public schools are: (1) The normal department of the university, at Fayetteville, and (2) the branch normal college, at Pine Bluff, the former for white, the latter for colored students. The full normal course at the university is from 3 to 4 years; at the branch college, beginning at a lower point, about 5. The elements of drawing and of vocal and instrumental music are taught in both. In the normal department of the university there were 30 students in 1878; in the branch at Pine Bluff, 20, with 71 of lower grade.—(Returns.)

A normal department of the Pine Bluff graded school reported, in 1877, 35 normal students, probably in preparation for primary teaching.

"One or two private normal schools" are spoken of in the report of Superintendent Hill, but without indication of their position or of the number of students in them. The normal feature, he says, has been introduced into the Van Buren public school, and is contemplated also in connection with the high school at Little Rock. Normal instruction is offered in a 2 years' course at Judson University, Judsonia, and in a summer session of 3 weeks annually at St. John's College, Little Rock.

TEACHERS' INSTITUTES.

Superintendent Hill states that normal institutes have been held by him according to law in each judicial district of the State, but with an attendance comparatively small, because of the difficulty of assembling teachers from so large a region. Several counties have also had institutes, some of them as often as once a quarter, with a view to improving the teachers and to familiarizing the minds of the people with the advantages of education, especially common school education. The effects of the county institutes have been so good that the superintendent would have them vigorously maintained.

TEACHERS' DEPARTMENT OF EDUCATIONAL JOURNAL.

During 1878 an Arkansas department was maintained in the *Eclectic Teacher*, then published at Carlisle, Ky., since removed to Louisville. It consisted mainly of local information, showing increased popularity of the public school system in Arkansas and increasing activity in the promotion of its interests.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No special provision for schools of this class is made in the State school law, and no mention of any occurs in the State report, except of those at Little Rock, where 2 high schools (1 for colored and 1 for white pupils) are provided for in the school course. Only the latter, however, appears for 1877-'78, with an average monthly enrolment of 52 and an average daily attendance of 46. Still, in 26 of the 62 counties of the State there were reported for 1878 no less than 1,425 pupils in higher branches; what these branches are does not appear, except that they are beyond spelling, reading, writing, arithmetic, grammar, geography, and history.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges reporting for 1878, see Tables IV, VI, and IX of the appendix following, and the summaries of them in the report of the Commissioner preceding.

Commercial courses of 2 years are reported by the Arkansas Industrial University and Judson University. St. John's College also reports a commercial course, but does not indicate its length.

SUPERIOR INSTRUCTION.

COLLEGES FOR MEN, WITH UNIVERSITIES.

The *Arkansas Industrial University*, Fayetteville, is the one State institution for supplying to white students the combined advantages of classical, agricultural and mechanical, and normal training. No printed catalogue is at hand for 1878 to indicate whether any change of arrangements has been made, but a written return gives the whole number of students for the year as 405, of whom 30 were normal. No indication is given of other divisions.

The titles, positions, and prevailing influences of the other 4 collegiate institutions in the State may be found in Table IX of the appendix following, with their latest statistics in detail; a summary of these statistics may also be found in the report of the Commissioner preceding, under the head of Table IX. They all have preparatory departments, with courses of 1 to 5 years, and classical departments of 3 or 4 years

more. In two cases, however, the division of studies is into schools, common in the South; of these Judson University had 5 at the last account and St. John's College 6, besides a normal class and a commercial department. All these institutions, including the State University, admit women to their privileges, Cane Hill College having a special course of 3 years for women. No other institutions for the superior instruction of young women are known to exist in the State.—(Catalogues, circulars, and returns.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State *Industrial University*, Fayetteville, has a course in agriculture and one in engineering, each of 4 years, for which only a preparation in common English branches and algebra is required.

Cane Hill College, Cane Hill, also undertakes to teach engineering; the course includes the collegiate studies in mathematics and instruction in the elements of drawing, civil engineering, the construction of roads, railroads, and bridges, and the principles of railroad curves.

Judson University, Judsonia, and *St. John's College*, Little Rock, have schools of mathematics for training in the elements of science. The time required at Judson is 3 years beyond the preparatory course, which covers 2 years. At St. John's the time is not stated, but the outline of studies would seem to require at least the same period.

PROFESSIONAL.

Except training for teaching, there is no indication of any professional instruction in the State in the year covered by this report, but a movement looking towards medical training at the university has been announced.

SPECIAL INSTRUCTION.

TRAINING OF THE DEAF AND DUMB.

The *Arkansas Deaf-Mute Institute*, at Little Rock, reports 69 pupils for 1877 and 1878, of whom 42 were boys. There were 3 instructors besides the principal. The sign language was used, but practice in speaking was kept up for the semi-mutes. Although shoemaking has been given up, both boys and girls were made useful, the former in cutting wood, gardening, &c., the latter in household work and sewing.

TRAINING OF THE BLIND.

The trustees of the *Arkansas Institute for the Education of the Blind*, at Little Rock, in their ninth biennial report, dated September 30, 1878, state that the aggregate of pupils who received instruction since the last report was 46; the average attendance, 33. More could not be admitted, because of a greatly diminished State appropriation; for the same reason, a portion of the teaching force had to be dismissed and the work of the school room done by the superintendent, with 2 young assistants and 2 advanced pupils, each teaching a class. The boys' workshops were managed by 2 of the older pupils; the work of the girls was directed by the matron and her assistant, and the musical department was attended to by Miss M. E. Costello, a former pupil of the institute, who generously volunteered a year's gratuitous service to help the school in its extremity.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

As mentioned in the Report for 1877, a meeting of the State Teachers' Association was held on the 29th, 30th, and 31st of August, and the report of the State superintendent states that interesting and instructive papers were read by prominent teachers from different parts of the State. An adjourned meeting for discussion was appointed for December of the same year, but it was subsequently deferred to the regular annual session of 1878. On account, however, of the prevalence of yellow fever, the consequent danger of travelling in a region liable to infection from it, and the likelihood that from this and other causes there would be a very small attendance, no session was held in 1878.

CHIEF STATE SCHOOL OFFICER.

HON. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

[Term, September, 1878, to September, 1880.]

CALIFORNIA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-17)	200,067	205,475	5,408	.....
Youth of this age in public schools...	135,335	138,597	3,262	.....
Number enrolled in public schools...	142,658	154,069	11,411	.....
Average number belonging	97,527	103,006	5,479	.....
Average daily attendance	89,539	94,696	5,157	.....
Per cent. of this on average belonging.	91	.....	.....	.....
Youth (5-17) in private schools	15,344	15,310	.....	34
Youth (5-17) in no school	49,035	.....	.....	.....
Mongolian youth in schools	266	.....	.....	.....
Negro youth in schools	735	.....	.....	.....
Indian youth in schools	294	.....	.....	.....
DISTRICTS AND SCHOOLS.				
Number of school districts	1,828	1,929	101	.....
Districts with good buildings	1,414	.....	.....	.....
Districts with sufficient grounds	1,636	.....	.....	.....
Districts with well improved grounds.	659	.....	.....	.....
Districts with well ventilated schools.	1,060	.....	.....	.....
Districts with well furnished schools.	785	.....	.....	.....
Districts with good apparatus	488	.....	.....	.....
Districts with less than 8 months of school.	652	.....	.....	.....
Districts with 8 months or more	1,134	.....	.....	.....
Number of first grade schools	914	.....	.....	.....
Number of second grade schools	983	.....	.....	.....
Number of third grade schools	637	.....	.....	.....
Whole number of these grades	2,534	2,578	44	.....
New school-houses built	122	.....	.....	.....
Average time of schools in days	145.2	144.2	.....	1
TEACHERS AND THEIR PAY.				
Male teachers in public schools	1,184	1,192	8	.....
Female teachers in public schools	1,983	2,101	118	.....
Whole number of both sexes	3,167	3,293	126	.....
In one school more than a year	432	.....	.....	.....
Attended county institutes	1,819	.....	.....	.....
Taking educational journals	820	.....	.....	.....
Graduates of the California State Normal School.	282	.....	.....	.....
Graduates of any State normal school.	328	.....	.....	.....
Average monthly pay of men	\$83 78	\$83 95	\$0 17	.....
Average monthly pay of women	69 68	68 24	.....	\$1 44
INCOME AND EXPENDITURE.				
Whole income for public schools	\$3,610,163	\$3,820,661	\$210,498	.....
Whole expenditure for them	a 2,749,730	3,155,815	406,085	.....
VALUATION OF SCHOOL PROPERTY.				
Libraries and apparatus	\$315,326	\$353,093	\$37,767	.....
School sites, buildings, and furniture.	5,617,917	5,990,277	372,360	.....
Total	5,933,243	6,343,370	410,127	.....
STATE SCHOOL FUND.				
Amount of available fund .....	.....	\$2,011,800	.....	.....

a In addition to this amount, the sum of \$19,179 was expended for county institutes and county boards of examination, postage, stationery, &c., bringing the total up to \$2,768,909.

(From biennial report of Hon. Ezra S. Carr, State superintendent of public instruction, for 1875-'76 and 1876-'77, and a brief special report of the same for the year 1877-'78, collated with the return.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, chosen every fourth year, at the election for governor, has general supervision of the school system. A State board of education, of which he is ex officio a member, has had large powers of direction as to the government of the public schools, the course of study, the text books to be used, and the qualifications of the teachers to be licensed; but some of these powers are taken away by the provisions of the new State constitution. To test the qualifications of teachers applying for life diplomas and certificates good throughout the State, there is a State board of examiners, of which the State superintendent is also a member.

For the local care of school interests, there are county superintendents and county boards of examiners; city boards of education, each with a city superintendent and examining board; and for each village or rural school district a board of 3 trustees, with a clerk.

Women are eligible to all school offices, and since 1876 a woman has been deputy superintendent of public instruction.

OTHER FEATURES OF THE SYSTEM.

The public schools¹ are sustained from the proceeds of a State school fund and by State, county, city, and district taxation, the last optional and limited in any year to 70 cents on \$100 for buildings and 30 cents on \$100 for other school purposes. The schools are free to every child from 5 to 21 years old, though the basis for apportionment of school funds is the number from 5 to 17. To secure the State apportionment they must be kept open at least 6 months in every year; must be taught by duly licensed teachers; must use the prescribed text books; must, as a rule, be separate for white and colored children; must be divided into first, second, and third grades; and, under the laws in force in 1878, must pursue the course of study set forth by the State board. Should the new constitution prepared in 1878 be ratified by the people in 1879,² the public schools will, under it, include primary and grammar schools, and such high schools, evening schools, normal schools, and technical schools as may be established by the legislature or by municipal or district authority; but the entire revenue from the State school fund and State school tax must be applied to the exclusive support of primary and grammar schools. By the same constitution, the choice of text books for the public schools, which has been heretofore made by the State board of education, will be transferred to the local boards, the books adopted to continue in use not less than 4 years.

An act to enforce the educational rights of children, passed in 1874, requires those in charge of children between 8 and 14 years of age to send them to a public school, if they do not attend a private school, for at least two-thirds of the time during which a public school shall be taught in their district in each school year, at least 12 weeks of the time to be consecutive, unless excused by the school board by reason of illness, poverty, or because already proficient.

School district libraries for each district in the State, to be paid for out of a fixed percentage of the State school fund annually, are provided for by law. The books for them must be such as are approved by the State board of education. In these libraries are to be kept historical record books of the district schools. Women employed as teachers of public schools receive by law the same compensation as male teachers for like work, when holding the same grade certificates. An annual school census determines the school population to be made participants of the school funds. Sectarian teaching is forbidden, but instruction in manners and morals is required, and so are physical exercises which may conduce to health and vigor of body as well as of mind.

GENERAL CONDITION.

The statistics for 1878, which is the off year as respects reports, are too few to afford more than a very general view of the condition of the school system. As far as they reach, however, they indicate the same steady progress as in former years: 5,408 more children of census age (5-17); 3,262 more of this age in public schools; 11,411 more of all ages; 5,479 more in the average number on the rolls; and 5,157 more in average daily attendance—all this taking place while the number attending private schools slightly diminished. Then there were 44 more public schools reported and 126 more teachers; a slight increase in the pay of men and a decrease in that of women; \$210,498 larger income for the schools and \$406,085 greater expenditure upon them, and an increase in the estimated valuation of school property of \$410,127.

¹A State normal school and State university form part of the school system, but come under different regulations from those which govern the common schools.

²This was ratified May 7, 1879.

MEANS OF IMPROVING THE SYSTEM.

In view of the large expenditure for public schools (now nearly \$3,200,000 a year), Superintendent Carr asks whether the State gets a fair return for this in the increase of moral, intellectual, and industrial power, as well as in the formation of a class of citizens worth having. He thinks that the answer must be in the affirmative, that the schools are worth all they cost the State, and that the system ranks in efficiency with those of the most advanced States of the Union. But he also thinks that the valuable results obtained from the present expenditure might be greatly increased by three simple means: these are (1) greater economy in expenditure for buildings, having regard to school accommodation rather than to architectural display; (2) more frequent visits to the schools by trustees and parents, as only thus can an active interest in the education of the children be shown; (3) the employment of a set of teachers thoroughly trained for their profession before entering it, that they may not have to practice on the children, and spoil them in gaining that knowledge of discipline and teaching which should have been acquired before they entered on their work.

CONSTITUTIONAL CHANGES.

The following are the changes made in the "Education" article of the new constitution: County superintendents are provided for, but, instead of the present legal arrangement by which each county has its own superintendent of schools, it is provided that two or more counties may, by authority of the legislature, unite and form one district and elect one superintendent. The system of common schools, which by the constitution of 1849 the legislature was to provide for, is made explicitly a system of free schools, and the 3 months' minimum annual time for them in that constitution is extended to the present legal time of 6 months. The various classes of schools are recognized as forming possible parts of the system, but the only ones to be aided henceforth from the State school fund and State tax are the primary and grammar schools, others being left to be sustained by the communities that may establish them. The determination of the text books to be used in the schools has been taken from the legislature and the State board of education, and put under the control of local authorities. The whole matter of examining and licensing teachers has been put under the same control, the previous uniformity of standard being thus wholly broken down. The appropriation of public money for the support of a sectarian or denominational school, or any other not under the control of the officers of the public schools, is prohibited. The university is required to be kept free from all political and sectarian influence. The admission of women, which has been customary from the outset as a matter of policy or right, is now made a constitutional obligation, and extends to every collegiate department of the university.

CHANGES IN THE STATE SCHOOL LAWS.

The following changes in the school laws for 1878 are in the nature of amendments to sections of the code:

Section 1576. Each county, city, or incorporated town, unless subdivided by the legislative authority thereof, forms a school district; provided, the board of supervisors may include more territory than that now included within the boundaries of any incorporated town.

§ 1746. State educational diplomas must be issued to such persons only as have been employed in teaching 5 years and who have held a first grade city or county certificate for at least that length of time.

§ 1770. The county board must meet and hold examinations as follows: Commencing on the last Wednesday in the months of June and November of each year, the place of meeting being designated by the chairman.

§ 1775. The board may, without examination, renew first, second, and third grade county certificates, on the application of the persons who have held them, for three years, two years, and one year, respectively, this to remain in full force while they are teachers: although the board may revoke any such certificate for immoral or unprofessional conduct, profanity, intemperance, or evident unfitness for teaching.

§ 1793. The holders of certificates are eligible to teach in the cities in which the certificates are granted, and also in the several counties of the State in schools of grades corresponding to the grades of such certificates.

KINDERGÄRTEN.

The establishment of these useful institutions on the western slope has been greatly furthered by the efforts of Miss Emma Marwedel, an experienced Kindergarten teacher, who, since 1876, has been laboring for the new education in California with much success, at least 5 Kindergärten having been established either by herself or through her influence. One of her pupils, formerly at Santa Barbara, had charge in the autumn of 1878 of a free Kindergarten established by the Germans at San Francisco; to this the principal of the Girls' High School sent each week 2 young ladies from the

high school for initiation into the Fröbellian training, with a view to fuller introduction of that system into the city schools. Another pupil taught at the same time a Kindergarten class in the State Institution for the Deaf and Dumb and the Blind at Berkeley. It was proposed to have a third, also to be conducted by a pupil of Miss Marwedel, connected with the Children's Relief Society at Oakland, where, in the spring of 1878, an association for the promotion of the principles of Fröbel, which had been established through Miss Marwedel's exertions, met with much encouragement from persons in high educational positions.—(Letters to Bureau and Pacific School and Home Journal.)

For statistics of such Kindergärten as report for 1878, see Table V of the appendix following, and the summary of it in the report of the Commissioner preceeding.

CITY SCHOOL SYSTEMS.

OFFICERS.

A board of education, board of examiners for teachers, and a superintendent of the city public schools are the usual official staff in each city of the State. In San Francisco the superintendent is allowed a deputy.

STATISTICS.

Cities.	Estimated population.	Youth of school age.	Enrolled in public schools.	Average attendance.	Teachers.	Expenditure.
Los Angeles	20, 000	-----	1, 230	1, 022	-----	-----
Oakland	33, 000	6, 670	4, 571	-----	118	-----
Sacramento	26, 000	4, 457	3, 503	2, 249	669	\$78, 669
San Francisco	308, 215	55, 899	38, 672	26, 292	672	2, 699, 000
San José	18, 000	3, 416	2, 606	1, 451	45	51, 930
Stockton	14, 000	-----	-----	-----	-----	-----

a A printed report gives 73 teachers in Sacramento.

ADDITIONAL PARTICULARS.

In *Oakland* the cosmopolitan school was abolished; cause, economy and opposition to teaching foreign languages in American schools. The system of classification and examination provides for semi-annual examinations and promotions, thus rendering the graded system more elastic.

Sacramento.—A return gives 12 school buildings for 1878 with 67 school rooms, one used for an evening school. According to a printed report, this evening school numbered 100 pupils and had 75 in regular attendance, chiefly boys or young men. The branches taught were commercial arithmetic and bookkeeping, algebra, practical arithmetic, oral grammar, penmanship, reading, and spelling. There was a normal class for the teachers of the city, in which they were instructed by the principals of the grammar and high schools in methods of teaching and discipline. The report of the school board favors free text books for the public schools and the restoration of some studies that have been dropped, such as penmanship and either drawing or music; the former as indispensable in almost every avocation, and the latter as refining the minds and tastes of those instructed in them. The course of study, indicated by a report for 1877, consisted of 8 grades below the high school, in which last were 3 years more.

In *San Francisco* there were 61 school buildings in 1878 with 567 rooms. Two primary school buildings were added during the year. Of the 672 teachers 124 were normal graduates and 13 were special teachers. A new course of study for the city schools was adopted in 1878 which gives more prominence to reading, spelling, arithmetic, grammar, and composition. For promotion in the schools the yearly standing of the pupils is taken for one-half of the average, written examinations being required for the other half. The cosmopolitan schools have been rendered much more efficient under the measures inaugurated by Superintendent Mann. The languages have been concentrated in actual cosmopolitan schools, and in many of the primary classes instruction in the foreign language (either German or French) as well as in English is given by the regular class teacher, who is specially appointed to her place on account of fitness in the foreign language as well as in English. Special teachers are thus being gradually done away with, thereby obviating one strong objection to the cosmopolitan schools—their extra cost. The board has already effected a reduction of the teaching force, with a saving of \$12,000 a year. It was determined in 1878 that teachers who had not had a year's experience and those whose methods are reported by the deputy superintendent as unsatisfactory be required to attend lectures on teaching twice a month;

they are also to receive such other instruction as may be necessary. The school was not only attended by young teachers, but voluntarily by many of more experience, and proved a decided success. All nominations made for a vacancy in the schools are referred to a committee on the qualifications of teachers, the superintendent, himself a practical teacher, being a member. Candidates appear with their testimonials, recommendations, and evidences of scholarship and success as teachers. After examining the comparative merits of all, the committee reports back to the board the names of those considered worthiest. Under the conviction that those who supply the place of absent teachers should be highly qualified, a new system of supplying substitutes for temporary vacancies has been adopted, 20 regular substitute teachers of high grade having been elected. A salary is paid them whether they work or not; in the latter case the sum is nominal, but enough to retain the services of good teachers; in case of actual work it is very liberal. They report at the board every morning and are sent out to various schools on the reception of telegraphic signals. If a substitute is required longer than one day in the same class, she does not report again at the office till the regular teacher returns. In this manner they familiarize themselves with the different schools and gain an experience valuable to themselves and to the department.

In *San José* the half day system was adopted for the sixth and seventh grade classes; one teacher instructs two different classes, each three hours a day. An ungraded school was established similar to one in San Francisco; the object being to give instruction to the older children in the two or three chief branches of the school course. The separate school for colored children was discontinued and the pupils were admitted to the schools for white children.

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The report of the State Normal School at San José for 1877-'78 shows an increase in attendance of nearly 25 per cent. The average enrolment was 362 in 1876-'77 and the total enrolment 603 in 1877-'78 under 17 teachers, with 109 additional pupils in the training school. There were, as before, the elementary course, of 2 years, and the advanced course, of 1 year additional. From the first, 49 were graduated; from the advanced course, 58. Of the senior class of the preceding year, 15 graduated with second grade diplomas and returned to complete the full course. None receive diplomas who have not studied at least one year at the school. A library of 1,500 volumes is open to the pupils; in the cabinet and museum there is the Canfield collection of over 3,000 shells; also, a fine collection of the birds of California and specimens of many of its mineral products. The school has well selected apparatus, to which additions are regularly made. The training school, connected with the normal, furnishes pupil teachers ample opportunity to apply the instruction they receive in methods, while members of the senior class, before being recommended for graduation, are required to demonstrate that they can teach well.

SAN FRANCISCO NORMAL SCHOOLS.

For the instruction of the young ladies in the upper classes of the Girls' High School in San Francisco there has been a normal class maintained for some time, and in 1878 this was supplemented by the formation of a class for the fuller instruction of all teachers in the city schools whose methods of teaching and discipline were found defective.

NORMAL SCHOOL FOR KINDERGARTEN TEACHERS.

A school for training teachers in the principles and work of Fröbel's system was held at Oakland during 1878 by Miss Emma Marwedel; it had 1 resident instructor and 5 pupils, these pupils practising in the model Kindergarten conducted by Miss Marwedel.—(Return.)

TEACHERS' INSTITUTES.

The institutes required to be held by the school superintendents of counties with 20 or more school districts, under section 1560 of the amended code, appear from the reports of the school journals to have been generally if not universally held, often with large attendance. In the absence of a State report for 1878, however, there are no general statistics to show the number held or the number of teachers present.

EDUCATIONAL JOURNAL.

The Pacific School and Home Journal, published monthly in San Francisco, continued during 1878 the useful work it began the preceding year, furnishing much matter for the fuller instruction of the teachers of the State and giving trustworthy and varied information as to educational affairs.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the very general absence of city reports for 1878, information as to this class of schools must be chiefly sought in the educational journal of the State and in the returns of such cities as give statistics of their high schools. From these it appears that in the Sacramento High School there were 97 pupils under 4 instructors, and in those of San Francisco, 302 under 20 instructors. In the high schools of Los Angeles, Marysville, Oakland, Sacramento, San Francisco, San José, Santa Cruz, and Vallejo the students of the graduating classes numbered in all 273.—(Pacific School and Home Journal, July, 1878.)

At the annual examination of the upper grades in San Francisco at the close of the school year 1877-78, there were 700 applicants for admission to the two high schools. Of these, only 400 passed the examination, which was made more rigid than in previous years, with a view to raising the standard of scholarship both in the high schools and in the schools below them.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the report of the Commissioner preceding.

Additional to the separate business colleges, it may be mentioned that 8 of the California colleges in Table IX have commercial departments or arrangements for instruction preparatory to commercial life.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

The *University of California*, at Berkeley—truly a State university in its provision for liberal scientific and professional culture—retained in 1878 its arrangement of a college of letters for its classical department and 5 other colleges for its scientific department; it added a college of law to the colleges of medicine and pharmacy previously existing. The college of letters had, as before, the classical course, with the fullest collegiate requirements, and the literary course, with considerably lower ones. In each college, too, it had regular and special courses; the former for students who desire a thorough and systematic education; the latter for such as seek proficiency in one or two lines of study; as heretofore, “students at large,” who give all their time to certain specialties under the direction of the faculty and with its consent and approval, made up schedules of study for themselves. In the fall term of 1878 there were in attendance, according to printed report and written return, 332 students in the colleges of letters and science, of whom 277 were young men and 55 young women. These were divided as follows: Graduate students, 5; candidates for the degree of bachelor, 264; students at large, 33; special course students, 30. Of the 264 candidates for the bachelor's degree, 59 were in the classical course of the college of letters and 83 in its literary course. The remaining 122 were in the 5 colleges of science. In the professional colleges were 182, making, with the others, a total of 514.—(Report for 1878-79 and return for 1878.)

For the names, location, and statistics of the other institutions at present recognized as holding collegiate rank and engaged in instruction, see Table IX of the appendix following. There are, however, two or three of these which, from the secondary character of their work, may yet have to be remanded to Tables VI and VII, as 5 have already been that apparently hold collegiate charters but seem to do nothing beyond preparatory work. The others all have the usual division of classical and scientific courses, though in some instances other titles are used. Eight of the classical courses reported are of 4 years, and 3 (in Roman Catholic institutions) are indeterminate. One other, which is called “collegiate,” includes in its required studies little more than a good grammar school and high school course, all in English, though there are optional language studies, ancient and modern, which, with the others, might justify the term “collegiate,” if they were required to any considerable extent.—(Catalogues and circulars.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Seven of the universities and colleges, besides the University of California, open their doors to young women as well as to young men. The number of female students attending these may be found in Table IX of the appendix. For full statistics of institutions of this class, especially for women, see Table VIII of that appendix, and the summary in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *University of California*, with its 5 colleges, of agriculture, of mechanics, of mining, of engineering, and of chemistry, is the chief dependence in this State for scientific instruction. In 9 of the other institutions for collegiate training there are, indeed, the now customary scientific schools or courses; but necessarily these can in most cases be little more than modifications of the ordinary college curriculum; whereas the university, aided by grants and endowments, affords students unusual facilities for studying scientific subjects. In these 5 colleges the first 2 years are given to the usual collegiate branches of the literary institutions of their class; the last 2 are almost wholly given to the theory and practice of the subjects which the college undertakes to teach.

PROFESSIONAL.

Theological instruction is given to some extent in a course of 2 years at California College, Vacaville, under Baptist influences, in the biblical department of Pierce Christian College, College City, and more fully in the Pacific Theological Seminary, Oakland (Congregational), and the San Francisco Theological Seminary, San Francisco (Presbyterian). The course in each of these two is 3 years. Students without collegiate preparation for the Pacific Seminary are offered an opportunity to pursue literary and scientific studies at the Golden Gate Academy, near by. A collegiate diploma, while desired by both, is not invariably required by either as a condition of admission. The Pacific Seminary reported 6 students under 8 professors and lecturers in 1878; the San Francisco school, 9 students under 4 instructors.—(Catalogues and returns.)

Legal instruction will hereafter be given in the Hastings College of Law, San Francisco, which became a part of the University of California in 1878 and began work with a class of 92 students. The course extends through 3 academic years, with regular examinations at the close of each year; the first two determine the question of promotion; the third, the question of granting a diploma of graduation equivalent to a license to practise in all the courts of the State. This college is founded upon a basis of \$100,000 given for its endowment by Mr. S. C. Hastings, after whom it is named.—(University register.)

Medical instruction in the Medical School of the University of California, San Francisco, was reorganized in 1878 upon the improved system of a full 3 years' graded course, attendance upon which is requisite to secure a degree. These annual courses are to be as heretofore of 5 months' duration, beginning in June and ending in October, besides which there will be a spring course (not at present obligatory, but recommended) beginning in February and extending to June. The requirement of a preliminary examination in the case of such proposed students as are not graduates of colleges does not appear to have been adopted as a rule in connection with this advance; but that also, with examinations extending throughout the terms, must soon follow in response to advanced public opinion. The students in attendance in 1878 numbered 37, of whom 15 were in the first or lowest course, 10 in the second, and 12 in the third. Besides the president, there were 12 professors and lecturers.

At the Medical College of the Pacific, San Francisco, there seems to have been no change in 1878; it reports the old 3 years' course, in which were 56 students under 10 professors and instructors; it has, however, an examination for admission. Its graduates in 1878 numbered 26.—(Return.)

The College of Pharmacy, San Francisco, affiliated with the University of California but not a part of it, was reported by it as giving instruction to 50 students in 1878, through 4 professors; its course of 2 years embraces chemistry, materia medica, pharmacy, and botany.—(Register of the university.)

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES AND THE BLIND.

The California Institution for the Education of the Deaf and Dumb and the Blind, at Berkeley, reports through a return for 1878 that 201 deaf-mutes and 95 blind have been admitted since the foundation in 1860, and that during the year there were 103 mutes under 6 instructors, and 27 blind under 8 teachers and employes. The deaf and dumb receive instruction in penmanship, language studies, arithmetic, history, physiology, physics, algebra, geometry, and trigonometry, and are taught wood carving and gardening; the blind are taught all the common and high school branches and music. With 130 acres of land owned by the institution, the value of grounds, buildings, &c., was \$250,000.

REFORMATORY AND INDUSTRIAL TRAINING.

The City and County Industrial School of San Francisco admits youth under 18 years of age who are in danger of becoming criminals through neglect, and trains them in the elements of a common school education, in music, and in such means of future self support as farming, gardening, shoemaking, tailoring, and carpentry. On July 1, 1878, 212 inmates were reported.

TRAINING FOR SEAMANSHIP.

The school for training youth as seamen of the merchant marine service, which last year was reported on board the United States ship *Jamestown*, in the harbor of San Francisco, was abandoned at the close of the first year; cause, retrenchment in city and county expenditures.

TRAINING IN ART.

The San Francisco School of Design, organized in 1873 under the auspices of the San Francisco Art Association, gives instruction in drawing from casts and models, from natural objects and the flat, as well as in painting. Pupils desiring to avail themselves of the advantages of the school must be 14 years of age and must pass a satisfactory examination. The expenses of instruction are met from the tuition fees paid by pupils, any deficiency being made up by the art association. According to the Pacific School and Home Journal there was in the summer session of 1878 a total of 90 pupils; average attendance, 74. The expenses of the year were more than met.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association held its annual meeting at Sacramento in the last week of September, 1878. The attendance was small, but the different sections of the State were represented by their superintendents and chief teachers. President A. L. Mann called the meeting to order and introduced Hon. William Irwin, governor of California, who dwelt at some length on the cost of schools and the necessity that education should be of a practical character. Mr. John Swett presented the annual report of the committee on industrial education, in which the need of well trained teachers was urged. An address by Superintendent Mann, of San Francisco, on "The American idea of free public education," followed. He said that the American idea is to have the public schools not irreligious, but non-religious: that is, not admitting any sectarian doctrine, yet, according to law, training in morals and manners; he advocated a half hour lecture or conversation every Monday morning on the subject. Mrs. Jeanne C. Carr read a paper on "The industrial education of women," and Prof. Bernard Moses, of the University of California, at the evening session, gave a lecture on "The field of academic learning." A paper on "School hygiene," by Dr. H. M. Fiske, of San Francisco, was read advocating the preservation of the eyes of children through good light and of the health through pure air. Professor Schoof, in a lecture on "Drawing in public schools," held drawing, properly taught, to be an indispensable element in the education of every human being, whatever his destination in life. Miss Emma Marwedel then presented a paper on "Friedrich Fröbel and his educational system," with illustrative apparatus. "Music in the public schools" was ably treated by Prof. W. E. Price, and "Political economy in the schools" by Professor White, of San Francisco. Prof. Joseph Le Conte, of the University of California, delivered an address on "Evolution." This was followed by "The school of the future, its spirit and scope," by Prof. A. W. Oliver; the professor wanted real things taught rather than books, and health of body and soul inculcated throughout the course. Reports on a course of study for grammar schools were presented and laid over till next meeting. Prof. John Swett then gave an address on "School teachers and school teaching." Prof. A. H. McDonald followed on "The metric system." Resolving to meet in January, 1879, at Oakland, the association adjourned.

CHIEF STATE SCHOOL OFFICERS.

Hon. EZRA S. CARR, *State superintendent of public instruction, Sacramento.*

Mrs. JEANNE C. CARR, *deputy superintendent, Sacramento.*

[Superintendent Frederick M. Campbell, of Oakland, has been elected to succeed Professor Carr.]

COLORADO.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21).....	21, 612	26, 473	4, 861	.....
Enrolled in public schools.....	14, 085	16, 641	2, 556	.....
Average attendance.....	8, 141	9, 699	1, 558	.....
Percentage of enrolment to whole number.	65	63	.....	2
Percentage of average attendance to whole number.	37	36	.....	1
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State.....	313	372	59	.....
Public school-houses.....	219	249	30	.....
Sittings provided.....	12, 147	12, 824	677	.....
Average time of school in days.....	108	91	.....	17
Valuation of school property.....	\$472, 983	\$474, 771	\$1, 788	.....
TEACHERS AND THEIR PAY.				
Number of men employed.....	233	226	.....	7
Number of women employed.....	297	341	44	.....
Whole number in public schools.....	530	567	37	.....
Average monthly pay of men.....	\$56 10	\$49 90	.....	\$6 20
Average monthly pay of women.....	51 45	46 95	.....	4 50
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$245, 145	\$281, 674	\$36, 529	.....
Whole expenditure for them.....	215, 225	243, 850	28, 625	.....

(Biennial report of Hon. Joseph C. Shattuck, State superintendent of public instruction, for 1877 and 1878.)

STATE SCHOOL SYSTEM.

OFFICERS.

The chief school officer is a State superintendent of public instruction, chosen by the people every two years to visit the schools and oversee the whole school system. He and two State executive officers constitute a State board of education to issue State diplomas to teachers of proven character, culture, and ability, who have sufficient professional experience. There is also a State board of land commissioners for the management of the school lands.

The minor officers are a superintendent of public schools for each county, boards of 3 or 6 members for school districts, according to the population, and high school committees of 4 for union high school districts. Women may vote for school officers at district meetings, and may themselves be district officers.

OTHER FEATURES OF THE SYSTEM.

The State school fund being very small (only about \$40,000 in 1878), taxation has to be mainly relied on for the support of public schools. The proceeds of State and county taxes, with the income from the State school fund and fines and forfeitures, under the school law, go to the counties which duly report, in proportion to the number of youth of school age in each, and the county superintendent apportions the money to the districts; but any district failing to maintain a public school under a licensed teacher or succession of such teachers during 3 months of the year preceding

forfeits its share of the apportionment. The district schools (except union district high schools, for which there are special arrangements) are required to be free to all residents between the ages of 6 and 21, to exclude sectarian doctrine, and to make no discrimination in their pupils on account of race or color. The union district high schools are to be sustained by pro rata contributions from the several districts uniting, each contributing from its school fund according to the number of pupils sent from it. Beyond the high schools there is to be a State university, the preparatory department of which was organized during September, 1877. There is no State normal school. A school month consists of 4 school weeks of 5 days each. The school day must not exceed 6 hours, excluding the noon intermission.—(School law of 1877.)

By the constitution of 1876, neither the general assembly nor the State board of education has power to prescribe the text books for the public schools; this is left to be regulated by the school boards.

GENERAL CONDITION.

Superintendent Shattuck says that fuller and more trustworthy reports respecting the school system were received in 1878 than ever before, and that these show advance in almost every particular. The increase is considerable in the number of children of school age, the number enrolled and in average attendance, number of districts organized, of school-houses provided, of teachers employed, and amounts of receipts and expenditures for public schools. The schools, he says, are generally in a prosperous condition; even in the newer portions of the State, true to what has become almost an instinct with Americans, the settlers are generally eager to establish the means of training their children. There has, indeed, been a slight diminution in the percentage of both enrolment and average attendance, with a considerable decrease in the rate of teachers' pay; but the fall in percentage is too small to awaken much anxiety, and the pay of teachers, Mr. Shattuck thinks, has reached its lowest point.

One thing he mentions is especially encouraging, viz, that in Colorado the primary teacher is better appreciated and hence better paid in proportion to other grades than is usual elsewhere. It is recognized that "to train children properly during the first two years of school life requires a skill rarer and of a higher order than to instruct advanced classes in Latin and geometry;" hence, when a primary teacher proves her ability by her works her value is admitted, and in salary she frequently ranks next the principal.

An increase of more than 80 per cent. in the number of volumes in school libraries is noted with pleasure, the library, "the university of the future," being often of more value in the proper training of a child than any other thing connected with a school-house.

CITY SCHOOL SYSTEM OF DENVER.

OFFICERS.

A board of education of 6 members, elected for terms of three years each, one-third liable to change each year, has for its executive officer a superintendent of city schools, with a secretary and treasurer not of its own number.

STATISTICS.

Population in 1870, 4,800; estimated present population, 22,000; youth of school age (6-21), 3,000; enrolled in public schools, 2,317; average attendance, 1,563; average attendance to each teacher, excluding special teachers, 44; school days in the year, 190; days schools were taught, 186; teachers employed, 37; school buildings, 4; rooms for both study and recitation under 1 teacher, 26; under 2 or more teachers, 4; sittings for study, 1,580; valuation of school property, \$138,000; expenditures for public schools in 1877-'78, \$57,692.

ADDITIONAL PARTICULARS.

The attendance on private and parochial schools, 200, added to the enrolment in the city schools, gives 2,517 as the number brought under some form of instruction in 1877-'78.

The public schools are divided into 4 primary, 4 grammar, and 4 high school grades. Instruction in German and music forms a part of the school course, apparently throughout. In the former much improvement was made during the year through the kind efforts of a German member of the school board, who gave an hour a week throughout the session to a thorough drill of the teachers in German. An improvement in music is looked for from the introduction of a good text book. Lack of room has necessitated half day schools for pupils of the first grade and part of the second. In the first grade the arrangement has worked well, and as much has been accomplished as in a full day's session; but Superintendent Gove thinks a full day in school would be better for pupils of the second grade.—(Report of board of education and of Superintendent Aaron Gove for 1877-'78.)

TRAINING OF TEACHERS.

NORMAL CLASSES.

There is yet no State normal school, but in the normal department of the State University at Boulder there was a class of 14 pupils. Instruction was given during the year in spelling, reading (with phonetic analysis), English grammar, United States history, arithmetic, and descriptive geography.

A training class to prepare teachers for the city schools seems to be conducted at Denver, under the charge of Superintendent Gove. At the request of their parents and with the approval of the principal of the high school, pupils in the two upper classes of the high school are permitted to join this class. The studies pursued embrace those above mentioned, with the addition of physical geography, elements of algebra and of vocal music, and methods and theory of teaching. The number in the class for the year 1877-'78 is not indicated.

TEACHERS' INSTITUTES.

Provision is made in the school law for holding a teachers' institute in any judicial district for 5 working days if not less than 25 teachers give notice to the State superintendent through their county superintendents that they desire to assemble for the purpose. How many such institutes were held in 1877-'78, or with what attendance, is not told in the report.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Superintendent Shattuck, in his report for 1877 and 1878, gives no statistics relating to State high schools. He says, however, that there is a high school department connected with the graded school in every town of considerable size in the State, while in Denver the high school is well supplied with teachers and apparatus, and has graduated two classes. The enrolment there in 1877-'78 was 123; the average daily attendance, 99. There are 3 courses: (1) A general course, wholly English, for most pupils; (2) an English and classical course, which includes a fair amount of Latin; and (3) a classical course, which adds to the Latin 2 years' study of Greek. French is optional during the last 2 years of any course. Only 3 studies are pursued at any one time.

PREPARATORY DEPARTMENT OF THE UNIVERSITY.

Besides the 14 normal pupils previously noticed, 52 other students were reported in the preparatory department in 1877-'78. Of these, 14 were in elementary chemistry, 27 in elementary physics and physical geography, 29 in algebra, 14 in geometry, 2 in French, 16 in German, 47 in Latin, and 14 in Greek.

OTHER SECONDARY SCHOOLS.

Jarvis Hall, the first and one of the most important of the secondary schools in the State, although so unfortunate as to lose its buildings by fire in April, 1878, has continued its exercises.

From *Wolfe Hall* (Protestant Episcopal) and *St. Mary's Academy* (Roman Catholic), both at Denver, no reports have been received for 1878.

For statistics of private academic schools, preparatory schools, and business colleges, see Tables IV, VI, and VII of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITY OF COLORADO, BOULDER.

This institution entered on its second year in the autumn of 1878 with a freshman class of 10, 9 men and 1 woman. The faculty, so far as chosen, consisted of the president, who is also professor of chemistry and metallurgy, a professor of Latin and Greek, an instructor in French and German, and one in mathematics. A subsequent return shows the presence of at least one more in charge of the preparatory department, which included 36 male and 18 female students. The studies of the freshman year are obligatory; after that the student is allowed to choose among classical, scientific, and special studies. A good foundation for a library has been laid by a gift of \$2,000 from C. G. Buckingham, esq., of Boulder, to which have been added donations from Messrs. J. Alden Smith and Boulder Cole, making a total of \$5,000. The library reported numbered 2,000 volumes.

COLORADO COLLEGE, COLORADO SPRINGS.

The college has an excellent site in the centre of the State, on an important line of railway. It is organized on the general plan of the older colleges at the East, having in view general culture in liberal studies and technical training in the sciences. Besides an English and normal course of 3 years, a preparatory classical course of 3, and a regular collegiate course of 4, it offers in its announcement for 1878-'79 special courses in mining and metallurgy, with opportunities for special studies in language, literature, history, or science. It is open to both sexes. There was an average of 50 pupils in 1878.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College*, at Fort Collins, completed in 1878 its first building, and was reported by the State superintendent as about to open its doors; but no statistics of attendance can well be looked for till 1879.

The *State School of Mines*, at Golden, was reported by the same authority to be in excellent hands and in prosperous condition, and a circular from it at a later day shows that it is going forward with its work; but statistics for 1878 have not been received.

PROFESSIONAL.

Matthews Hall, at Golden, a theological seminary of the Protestant Episcopal Church and the only professional school in the State, reported suspended in 1877, had the further misfortune to lose its buildings, furniture, and library by fire on April 6, 1878. The loss was a serious one, only about half the value of the property consumed being covered by insurance.

SPECIAL INSTRUCTION.

TRAINING OF DEAF-MUTES AND THE BLIND.

The State Institute for the Education of the Mute and Blind, at Colorado Springs, trains its pupils in ordinary English school studies, in Scripture lessons, and in drawing; also in such useful occupations as printing and gardening for the boys, and sewing and general housework for the girls. It reported 3 instructors and 29 pupils in 1878. Of the instructors, 1 was a semi-mute; of the pupils 13 were males and 16 females.—(Return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The annual session of the State Teachers' Association, which met at Denver, January 3, 1878, seems to have been one of considerable interest. The State superintendent reports that some of the teachers travelled nearly 200 miles to be present; he does not, however, say whether or not there was a full attendance.

After the opening exercises the president, Hon. J. C. Shattuck, delivered his annual address, which was referred to a committee. Papers were read on "Conducting recitations in the intermediate department," by Miss Ella P. Beecher, and on "Moral and social education," by Prof. Joseph Brinker. A discussion of the question of reading the Bible in the public schools followed, and in the course of it a resolution was passed submitting an address to the Spanish inhabitants of the State, in which they are urged to provide a more general public school system and to educate their children in the English tongue. "What shall I do with that boy John?" was the topic of the next paper, by Superintendent Howard, of Weld County, and after a discussion of it the question "How shall we teach spelling?" was presented by Helen McG. Ayers. In the evening the association listened to an address by Rev. P. V. Finch, in which he reviewed past methods of instruction and characterized the modern public school as the best educational system that has ever been devised. The remaining papers read were "What can be done to secure a larger and more regular attendance in our schools?" by Ira W. Davis; "School architecture," by Robert S. Roeschlaub; "The use of text books," by W. J. Waggener; "Practical lesson on English language," by Mrs. Nelly Lloyd Knox; "The teacher as a citizen," by A. E. Chase; and "Back in the same old rut," by G. W. Buell.—(State superintendent's report, 1878, and Denver News, January 4, 1878.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH C. SHATTUCK, *State superintendent of public instruction, Denver.*

[Second term, 1879-1881.]

CONNECTICUT.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (4-16) enumerated.	137, 099	138, 407	1, 308	.....
Scholars registered in winter.....	99, 657	100, 288	631	.....
Scholars registered in summer.....	90, 845	91, 413	568	.....
Number registered over school age...	4, 894	4, 779	.....	115
Different scholars in public schools...	119, 208	119, 823	620	.....
Pupils in other than public schools...	10, 180	11, 109	929	.....
Pupils in schools of all kinds.....	129, 388	130, 937	1, 549	.....
Children of school age in no school...	13, 865	13, 474	.....	391
Average attendance in winter.....	75, 732	77, 218	1, 486	.....
Average attendance in summer.....	68, 588	69, 832	1, 244	.....
Ratio of registration to enumeration.	86.95	86.56	.....	.39
Ratio, including all kinds of schools..	94.38	94.60	.22	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State.....	1, 487	1, 500	13	.....
Public schools reported.....	1, 629	1, 647	18	.....
Departments in these.....	2, 530	2, 564	34	.....
Schools with two departments.....	112	117	5	.....
Schools with more than two departments.	165	169	4	.....
Whole number of graded schools.....	277	286	9	.....
Departments in these.....	1, 176	1, 212	36	.....
School-houses built during the year..	22	30	8	.....
School-houses in good condition.....	922	896	.....	26
School-houses in fair condition.....	524	555	31	.....
School-houses in poor condition.....	201	213	12	.....
Average duration of school in days...	177.52	178.47	.95	.....
TEACHERS AND THEIR PAY.				
Teachers in winter public schools....	2, 676	2, 711	35	.....
Teachers in summer public schools...	2, 659	2, 678	19	.....
Teachers continued in same school...	1, 904	1, 947	43	.....
Teachers who never taught before....	478	470	.....	8
Average monthly pay of men.....	\$64 55	\$61 03	.....	\$3 52
Average monthly pay of women.....	36 20	36 50	\$0 30	.....
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$1, 506, 219	\$1, 509, 159	\$2, 940	.....
Whole expenditure for them.....	1, 510, 223	1, 506, 477	.....	\$3, 746
STATE SCHOOL FUND.				
Amount of available fund.....	\$2, 000, 000	\$2, 000, 000	.....	.....

(Reports of Hon. Birdsey Grant Northrop, secretary of State board of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, there is a State board of education, with a secretary for general executive duty, an assistant secretary for office work, and a general agent to superintend the execution of the compulsory school laws.

For towns (the New England term for townships), there are boards of school visitors of 3, 6, or 9 members, those of 3 members holding as a body for three years, those of 6 or 9 changed in one-third of their material each year.¹

For school districts within the towns, there are school committees of not more than 3 members to look after the interests of the district schools, with a clerk of records, a treasurer for accounts, and a collector for gathering taxes, all chosen annually; except that school districts which have succeeded former school societies have boards of education of 6 or 9 members chosen for 3 years, and one-third changed each year.—(Laws of 1872 and amendments to 1878.)

OTHER FEATURES OF THE SYSTEM.

The schools of the State are open to all children, 4 to 16 years of age, without distinction of color, who belong to the districts in which such schools are situated.² Their main support is derived from local taxes levied by town, district, and city authorities. These local taxes, however, are supplemented from the proceeds of a State school tax at the rate of \$1.50 for each child of school age, from the interest of town deposit funds, of the funds of the old school societies, of special endowment funds, and of the State school fund, now about \$2,000,000. But each district, in order to receive its allowance from the State or from the town in which it lies, must have a school-house and outbuildings satisfactory to the school visitors, must have reported to these visitors, in due season, its school statistics for the preceding year, and must show that it has kept its school open for at least the 24 to 30 weeks required by law. Teachers, too, must report in due time and form to the visitors, as well as have from them a certificate of examination and approval, in order to draw their pay. High schools are provided for by law. A normal school enters into the State system, and there is also some connection between Yale College and the State.

GENERAL CONDITION.

Both the statistics of Secretary Northrop and the report of the board of which he is the active officer show gratifying progress: An increase of 1,308 in the number of children of school age, an increase of 1,549 in the enrolment in public and private schools, and a decrease of 391 in the number of school age in no school. What is better still, the average attendance in public schools alone exceeded the whole increase of school population. These facts show that the advantages of schooling are more and more appreciated, and that even the children of the ignorant immigrants are drawn into the schools in one way or another. Including all kinds of schools, it seems that 94.6 per cent. of the children of school age were, in the year 1877-'78, brought under instruction—a high ratio for even an old State.

The instruction given, too, increases gradually in efficiency. The influences of educational journals, teachers' institutes, and the State Normal School evidently form each year a better class of teachers. Thus the number of inexperienced teachers is smaller by 8, and 43 more were retained in the same school. There were 9 more graded schools, 36 more departments in these, and with this more systematic teaching, more desirable results. It is a mark of the sense of this improvement and of the willingness of the people to carry it on still further that the receipts for public schools in even a hard year increased \$2,940.

TOPICS TREATED IN THE STATE REPORT.

The secretary of the board of education, in his report for 1878, still claims attention for neglected children, intimating that the advantages of education should first be pointed out to the parents, then, if needful, the penalties of the law explained to them, and, where there is great destitution, public charity should be invoked. The agent, Mr. Giles Potter, explains what has been done for such children during the year. Secretary Northrop next gives a brief review of the decennary of free schools, shows how the free school system has given encouragement to its friends and furnished facts fitted to satisfy the minds of all honest doubters, and adds, "As a result of free schools the great majority of the town reports concur in saying: 'There has been a decided advance in the number at school, in regularity of attendance, and in the manifest interest of the people.'" He objects to having national schools, because, "as the

¹The supervisory duties of these visitors are performed by one or more of the members annually designated by the board for that work, and called the acting school visitor or visitors.

²A law of 1878 allows school boards to exclude children under 5 years when in their judgment such exclusion will promote the interests of the schools.

schools of every community answer to local public opinion, their success must depend on the sympathy and appreciation of the people." Referring to the educational history of Connecticut for the last ten years and of Massachusetts for the last two hundred, he argues that free schools and communism are incompatible, and thinks that a few simple school talks on this theme might prevent mischief among the foreign population in coming years. The notion that free schools and pauperism are allied is combated by showing that, instead of being a charity, tending to demean and pauperize the recipients, "all find themselves equal partners in the concern, having an equal voice in selecting the managers, in raising the funds, or in criticising the methods adopted."

A French view of American schools is given from the report by M. Ferd. Buisson, who, with six assistants, made a careful inspection of our school exhibits at the Centennial Exhibition and afterward visited different States. He says that "if any people ever used this 'power of education,' or united its destinies to the development of its schools, or made public instruction the supreme guarantee of its liberties, the condition of its prosperity, the safeguard of its institutions, that is most assuredly the people of the United States."

The superintendent speaks of the Sheffield Scientific School as accomplishing comprehensive work in the direction of industrial education, and of the advantages of attending the normal school. In conclusion, he cordially acknowledges the donation of the "Field Memorial Parks" to the town of Haddam, and thus to Connecticut, by the four surviving sons of Rev. David Dudley Field.—(State report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of school visitors of 6 to 9 members, one serving as "acting school visitor," or boards of education of 9 to 12 members, with city superintendents, form the ordinary official school staff in the cities of the State. Provision is made in nearly all cases for a partial change of the material of these boards each year by new elections.

STATISTICS.

Cities.	Estimated population.	Youth of school age.	Enrollment.	Average attendance.	Teachers.	Expenditures.
Bridgeport.....	26,906	6,376	5,244	43,313	84	\$53,719
Hartford.....	50,000	9,661	5,755	4,484	163	228,228
Middletown.....	11,000	1,429	1,158	671	22	29,271
New Haven.....	59,829	13,219	10,008	7,646	213	202,886
New London <i>b</i>	11,000	2,101	1,937	1,371	41	25,584
Norwich <i>c</i>	17,500	1,512	1,218	949	33	25,145
Stamford.....	11,000	2,472	1,606	971	32	21,459

a This does not include evening schools.

b The statistics for New London are derived from the State report.

c Central high school district only included in the return.

ADDITIONAL PARTICULARS.

Bridgeport reports for 1878 a larger attendance in the schools than ever before, and that, under the present system, they are steadily improving. In the day schools, there are 8 grades below the high school course, which occupies 4 years. Monthly examinations showed that the standard of scholarship in the different grades rose steadily and considerably during the year. Drawing and music were continued, the experiment of having regular teachers in music proving satisfactory. The number of school-houses was 13, with 64 rooms and 4,049 sittings. The superintendent states that there were fewer scholars in the evening schools than in the previous year, but that the attendance was more regular and the work accomplished good. In the free evening drawing school it was found necessary to establish two classes in mechanical drawing, one being for those who had received previous instruction; the advanced class numbered 42, the beginners 73. More than 2,000 drawings were made by the pupils, and great improvement over those of last year was noted.

Hartford reports for 1878 that, on personal examination by the board of visitors, a quickness of perception and a readiness of answer in pupils have been noted, which augur well for the future. The 2 evening schools continued to do good work. Although the attendance fell off—463, against 529 last year—the spirit of emulation among the scholars was more marked than ever before. In the high school, which has an

English and a classical course of 4 years each, there were 492 scholars, an increase in attendance of 26; 76 graduated. There are 6 grades in German, which, with French, is pursued during two years of the high school course.

The *Middletown* report for 1878 states that there were 3 school-houses with 22 rooms. There was no change made in the teachers during the year, and the work was successful, the only trouble being increased irregularity of attendance. Diplomas were given to 30 pupils, the largest number ever graduated. The students of botany and geology have been much aided by study, under proper direction, in the fields and woods, and by investigating objects in their native forms at home.

New Haven reports for 1878 the erection of 2 school-houses and the addition of 5 rooms to another one, thus seating 650 more pupils than before. The results of the examinations in April were highly satisfactory, 138 pupils being passed from the grammar schools to the high school out of 145 who sought advancement. The training schools continue to do good work in preparing teachers for the city schools. Three ungraded schools also showed marked progress, with an increase in attendance. Two evening schools instructed over three hundred young men and boys. In all the city schools there was a decrease in truancy. The library of selected reference books numbers 1,000 volumes. The apparatus for illustrating the natural sciences has increased from year to year, and now comprises a very extensive collection of appliances for experimental instruction, which is felt to be of great benefit to the pupils. A telephone was advantageously added during the year. Information in respect to the high school will be found under Secondary Instruction.

Norwich sends no printed report for 1878. There were 1,218 pupils enrolled in public and 127 in private and parochial schools. Number of school buildings, 6; of school rooms, 21; of sittings for study, 1,237; estimated value of school property, \$70,150. A special teacher of music is employed at a salary of \$1,200.

Stamford reports a union district school system, including all schools of the town, 17 in number, 13 of them ungraded country schools. There were 30 departments, with an enrolment of 1,606 pupils and an average daily attendance of 971; 197 school days; 648 children in private schools and 508 in no school. The average monthly pay of male teachers was \$86.43 and of females \$40.89.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State Normal School, at New Britain, admits no one who is unwilling to teach, and throughout the 2 years' course special attention is given, in the common school branches, to methods of teaching; the pupils themselves in turn take charge of the various classes. Instruction is given in analysis of sounds, vocal gymnastics, drawing, and vocal music; Latin and French are optional. Applicants for admission must be at least 16 and must present certificates of good character from the acting school visitors of their towns. Tuition is free to all who are preparing to teach in the State. The library contains nearly 1,400 volumes, exclusive of text books, and is rich in books of reference. There is a large collection of philosophical and chemical apparatus, minerals, fossils, &c. A return gives the number of resident instructors as 6; non-resident, 2; normal students in attendance during the year, 140, 18 men and 122 women; graduates, 25; engaged in teaching, 23.

TEACHERS' INSTITUTES.

The law of the State provides for the holding of conventions of school officers, teachers, and other friends of education, at one or more convenient places, for the purpose of instructing in the best methods of administering, governing, and teaching public schools; but the expenses incurred for such conventions shall not exceed in any one year the sum of \$3,000. It is evident, from the amount the board of education reports as expended in 1878 for teachers' institutes, that several of these meetings were held, but the number is not stated.

EDUCATIONAL JOURNAL.

There has been no school journal published in this State since the close of 1874, but the *New-England Journal of Education*, in which several State journals were merged at that time, always devotes some of its columns to Connecticut school matters.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The information concerning public high schools comes from the city reports. Bridgeport, Hartford, Middletown, and New Haven have 4 years' courses, English and classical, the classical course preparing for the academic departments of the best colleges, and the English course for their scientific departments or for business pursuits. In

the Bridgeport High School those who have not time for the full course may omit the languages, bookkeeping, political economy, &c.; but all students must have at least three studies each term. In the Hartford High School the laboratory was enlarged so that 150 more pupils can be seated, and with the other additions to the building there will be room enough for all newcomers. The New Haven High School reports that Greek was again added to the course, and that instruction in classical studies was allotted to one teacher, on full time, instead of to several teachers, as heretofore; the cost of instruction was thus diminished and the efficiency of the classical department essentially strengthened. The continuation of collateral studies in English was found to be advantageous to students preparing for college, while the scientific department furnished proof of excellent scholarship, several of the pupils taking prizes in the Sheffield Scientific School.

OTHER SECONDARY SCHOOLS.

For detailed statistics of other secondary schools, see Tables VI and VII of the appendix, and the summaries of these in the report of the Commissioner preceding.

BUSINESS COLLEGES.

No business college reports for 1878, but Middletown has a commercial course of 2 years, forming the "senior department" of the public schools. It is substantially a high school, the course including arithmetic, algebra, commercial forms and calculations, bookkeeping, rhetoric, and natural philosophy.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

Yale College, New Haven (non-sectarian), appears to have made no changes in its academic arrangements in 1878 beyond an effort to raise the grade of instruction in French and the provisional adoption of the Michigan system of admitting graduates of approved secondary schools to the freshman class without examination. The school selected for the trial of this system is the well known Hopkins Grammar School of New Haven, long engaged in preparing students for the college; yet even with this the experiment has not been ventured on without the precaution of having the record of each candidate for the last school year submitted to the faculty, together with the written papers passed in by him at the last examination, and the marks put on them by the examiners of the school.

The departments of instruction remain the same, including theology, medicine, law, philosophy and the arts (this last comprehending under its double title the graduate and undergraduate divisions of the academical department), the Sheffield Scientific School, and the School of the Fine Arts. The total attendance for the opening term of 1878-'79 reached 1,022, counting no name twice. In the department of philosophy and the arts the total was 857, of whom 46 were pursuing studies after graduation, 587 were undergraduates of the academical department, 194 in the Sheffield Scientific School, and 30 in the School of Fine Arts.—(Yale in 1878 and catalogue for 1878-'79.)

Trinity College, Hartford (Protestant Episcopal), has one collegiate course only, and this occupies 4 years. While no division into classical and scientific courses is made, students may, with the approval of the faculty, make up for themselves special courses composed of such parts of the regular course as they desire to take. Students in the regular course, too, who have leisure may pursue, under the general direction of the faculty, certain designated lines of study outside of and additional to those in the curriculum; and any student completing the course prescribed for the degree of bachelor of arts may receive the further degree of bachelor of science on passing a special examination in the work of the mathematical and scientific portions of the course and a further examination in one of the special courses above referred to. Two such students received the degree in 1878, besides 11 who were made bachelors of arts in course and 4 others who received the degree with honors.

The whole number of undergraduate students in 1878, according to a return, was 116, of whom 4 were studying for the scientific degree, while 7 were designated in the catalogue as students in special courses.—(Return for 1878 and catalogue for 1878-'79.)

Wesleyan University, Middletown (Methodist Episcopal), is open to young women as well as young men, and presents to both the option of three regular collegiate courses, each of 4 years: a classical, a scientific, and a Latin-scientific. The first includes the usual subjects of the old collegiate course. The other two are meant to secure to those who cannot undertake prolonged studies of the ancient languages an opportunity to acquire sound mental training and liberal culture as well as a good preparation for advanced courses of scientific or technical study. The attendance on these courses in 1877-'78 was 166, besides 5 special students and 1 graduate student.—(Catalogue, 1877-'78.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the names, situation, and statistics of schools of this class, see Table VIII of the appendix following, and for a summary of these statistics see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Sheffield Scientific School* of Yale College, which is also the Connecticut College of Agriculture and the Mechanic Arts, is devoted to instruction and researches in the mathematical, physical, and natural sciences, with reference to the promotion and diffusion of science, and also to the preparation of young men for such pursuits as require proficiency in these departments of learning. The instruction is suited to the wants of two classes of students: (1) graduates of colleges and other persons qualified for advanced or special scientific study, and (2) undergraduates who desire a training, chiefly mathematical and scientific, for higher scientific studies or for various occupations in which such training will be useful. The graduate courses of study cover from one to three years and lead to the degrees of bachelor of philosophy, civil engineer, and dynamic engineer. The undergraduate courses most distinctly marked out are in chemistry, civil engineering, dynamic engineering, agriculture, natural history, biology (preparatory to medical studies), and studies preparatory to mining and metallurgy. They extend over 3 years, the work of the first being the same for all.—(Twelfth annual report.)

The scientific and Latin-scientific courses of instruction in *Wesleyan University*, already referred to, complete the list of opportunities for scientific study in this State, as far as reported.

For statistics, see Table X of the appendix, and the summary of this in the report of the Commissioner preceding.

THEOLOGICAL.

Of the 3 theological schools in Connecticut, reports have been received from only 2, the theological department of Yale College, at New Haven, and the Theological Institute of Connecticut, at Hartford, both Congregational. In each the course of instruction covers three years, and it cannot be begun by students who have not received a liberal education. Of the 38 students in 1878 at the Hartford school, 30 had received a degree in letters or science, a much larger proportion than was reported in 1877. In the Yale school the number of students (107) was larger than in any previous year.—(Printed reports, 1878, and return from the Theological Institute.)

For full statistics of theological schools reporting, see Table XI of the appendix, and the summary of it in the report of the Commissioner preceding.

LEGAL.

The law department of Yale College embraces two courses of study, each extending over 2 years. One course is for beginners of the study and leads to the degree of LL. B.; the other, for graduates of law schools having already that degree, furnishes a course of advanced study which, at the close of the first year, is rewarded by the degree of master of law, and at the end of the second by that of doctor of civil law. The experiment of instituting a graduate course for the above degrees was the first of the kind made in the United States, and after a two years' trial the law faculty considers its success established.—(Catalogue of Yale College; also, Yale College in 1878.)

MEDICAL.

The Medical Institution of Yale College reports its attendance greater in 1878 than for many years previous, and that during the year a number of important additions were made to the facilities for instruction in the various departments. The course of instruction comprises the usual two terms of medical lectures, with the requirement of an additional year's study under a respectable and regular practitioner; but if the student be a college graduate his diploma is received as equivalent to a certificate of medical study for one year. All students who are not college graduates are examined in English branches, including algebra to quadratics, elementary physics, Latin grammar and reader. Plans are in progress to require a thorough preparatory course for all who commence the study of medicine, and an examination in proper preliminary studies will be required hereafter, previous to admission to examinations in any of the medical sciences.—(Annual report of medical department, 1878, and Yale College in 1878.) For statistics, see Table XIII of the appendix, and the summary of this in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *American Asylum for the Deaf and Dumb*, at Hartford, reports 258 pupils under instruction during 1878; number of professors and instructors, 17; 1 being a semi-mute. In connection with the regular studies, 16 semi-mutes and 24 deaf-mutes, about 15 per cent. of the whole number, received instruction in articulation, two teachers giving their whole time to this. Of the older boys 35 were taught mechanical drawing, and in the industrial department 148 pupils were under instruction three hours a day in various industries. The library contains 2,300 volumes and a reading room receives regularly 39 papers. The report states that the increased appropriation will enable it to provide training for every deaf-mute child in the State.

Whipple's Home School for Deaf-Mutes, at Mystic River, in a return for 1878, states that 44 pupils have received instruction since the foundation of the institution in 1869, and 15 during the last year. There were 3 professors and instructors, and articulation and lip reading were taught in addition to the common school branches. Object lessons were also given in botany, physical geography, natural history, &c., and habits of industry were inculcated by labor about the house and farm.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Connecticut Industrial School for Girls* reports for 1878 that 63 girls have been added in 1878 and 52 dismissed, leaving 130 girls at the end of the year. The resident officers and teachers numbered 17, including an agent who visits those who have found employment in various parts of the State. Of these, 60 per cent. are known to be doing well, and several occupy good social positions.

The *Connecticut State Reform School*, West Meriden, reports 2,808 admitted since the organization of the institution, and 259 remaining at the close of 1878. The boys admitted, 74 of them illiterates, were classed, according to scholarship, in six divisions and one unclassified grade. Thorough instruction in the common school branches was given by 4 teachers, and there was also a superintendent. The industrial employments, such as cane seating of chairs, tailoring, and repairing of shoes, were under the charge of 4 overseers, 1 of whom was teacher of vocal music, and many of the boys were employed on the farm.

EDUCATION OF THE FEEBLE-MINDED.

The *Connecticut School for Imbeciles*, at Lakeville, reports 85 inmates. The common school branches were taught, and a marked advancement in the school was noticed.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The thirty-second annual session of the Connecticut State Teachers' Association was held at New Haven, October 17-19, 1878, with President D. P. Corbin, of Hartford, in the chair. Rev. L. C. Seelye, president of Smith College, Northampton, Mass., delivered the opening address on "Collegiate education of women." In relating some facts about Smith College, the speaker alluded to the desire of its founder "to develop a true womanhood;" urged the expediency of opening colleges exclusively for women, and the necessity of giving woman every advantage to aid her intellectual development; also giving expression at some length to his apprehensions of the danger of co-education. Mr. William I. Marshall, of Fitchburg, Mass., followed in a lecture on the "Yellowstone National Park," with illustrations. The following day H. E. Sawyer, of New Britain, showed the "Sensible and absurd methods of measuring and weighing," in an argument for the metric system, which paper Superintendent Parrish, Hon. B. G. Northrop, and others discussed. Mr. E. H. Forbes, of Windsor, Conn., then read a paper on "Reading, its quality, quantity, manner, and true object;" Professor Sumner, of Yale, and Secretary Northrop continuing the subject. A paper by C. L. Ames, of the Plantsville (Conn.) Graded School, on "Practical methods and results," was followed by an exhibition of free gymnastics by thirty pupils from the Eaton School, under charge of Miss Crane. The "Essentials of English grammar," by J. C. Stockwell, of the Arsenal school, Hartford, was the next paper read. Then Professor Hoyt, of Newtown Academy, illustrated his method of teaching by conducting an exercise with a class of boys and girls brought for the purpose. Judge Carpenter, of Hartford, spoke of the power of public sentiment and the influence exerted on it by public schools. Governor Hubbard discussed the school in relation to free government. The last day was occupied mainly with remarks by Augustus Morse, of Hartford, on the school interests of the past and present; by Professor McLaughlin, of Lewis Academy, Southington, on the "Education of common school teachers," which subject was continued by Professor Carleton, of New Britain, Conn., and Colonel

Parker, of Quincy, Mass.; by Mr. S. A. Barrymore, of Bridgeport, on "Teachers' influence;" by Mr. S. T. Dutton, of New Haven, on "The dangers of our profession;" and by Professor Brewer, of Yale, on "Red tape," in which he urged that teachers be allowed more freedom to follow out their own plans. These gentlemen were followed by Superintendent Parrish, Mr. Whitmore of New Haven, Secretary Northrop, and Mr. George Beckwith, each of whom offered a few remarks on different school subjects. The sessions were interspersed with singing and recitations, and after report by Mr. John H. Brocklesby, acting school visitor, of Hartford, on "Trial examinations," in which he pointed out the necessity for a change in the style of examination, the association adjourned.—(New-England Journal of Education, October 24 and 31, 1878.)

OBITUARY RECORD.

EDWARD COLLINS STONE.

This esteemed gentleman, principal of the American Asylum for the Education of the Deaf and Dumb, Hartford, died at his post there, after a brief illness, December 21, 1878, having nearly completed his thirty-ninth year. The son of a former principal of very high repute, Mr. Stone was at the death of his father called to succeed him in his place and work, and though at that time only 31 he proved by his laborious and useful course the wisdom of the selection. Quiet and modest, he had, from long association, such acquaintance with the class for whom he was to labor, such an insight into their needs, and such a genuine affectionate interest in them as to gain in the outset a strong influence among them and make himself an efficient and useful principal. His courtesy and kindness towards the other teachers won for him their affection, while the fidelity with which he attended to all his duties secured for him their respect. Without being great he was thus very useful, and left behind him in the community in which he moved a name which his late associates cherish and respect.

CHIEF STATE SCHOOL OFFICER.

Hon. BIRDSEY G. NORTHROP, *secretary and executive officer of board of education, Hartford.*

DELAWARE.

STATISTICAL SUMMARY. *a*

	1877.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5-21).....	31,849	31,849	-----	-----
Colored youth of school age.....	3,800	3,800	-----	-----
White youth in public schools.....	22,398	23,830	1,432	-----
Colored, in the schools for them.....	2,348	2,900	552	-----
Whole enrolment in free schools.....	24,746	26,730	1,984	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	-----	393	-----	-----
Free schools for whites.....	} 370	6513	-----	-----
Free schools for colored.....		47	-----	-----
Average time of white schools in days.....	-----	157.5	-----	-----
Valuation of school-houses for whites.....	-----	\$343,006	-----	-----
Valuation of school grounds.....	-----	109,254	-----	-----
Valuation of school furniture.....	-----	32,101	-----	-----
Valuation of all school property for whites.....	\$450,957	484,361	\$33,404	-----
TEACHERS AND THEIR PAY.				
Male teachers in schools for whites.....	-----	235	-----	-----
Female teachers in the same.....	-----	278	-----	-----
Whole number of both sexes.....	-----	513	-----	-----
Average monthly pay of men.....	-----	\$33 08	-----	-----
Average monthly pay of women.....	-----	26 19	-----	-----
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$216,225	\$216,540	\$315	-----
Whole expenditure for public schools.....	216,225	216,540	315	-----

a As far as possible the statistics of the schools of Wilmington are here included with those of the 3 counties of the State, though the absence of distinction between schools for white and those for colored youth in that city may have given to the number of free schools for whites a few for colored pupils.

b This number includes as schools the 109 school rooms reported in Wilmington.

(Reports of Hon. James H. Groves, State superintendent of free schools, and of the Delaware Association for the Education of the Colored People, for the two years indicated, with return of income and expenditure.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, there are (1) a State superintendent of free schools and (2) a State board of education. The superintendent visits the schools, holds institutes, examines and licenses teachers, decides questions of school law, and makes an annual report. The board selects text books, prepares forms, hears appeals from the superintendent's decisions, and acts as a council of advice to him.

For school districts, there are committees of 3 members, composed of 2 commissioners and a clerk, chosen by the voters of the districts for terms of 3 years each, 1 to be changed each year.

For the city of Wilmington, an independent district under a special law, there is a board of education, for which see City School System, further on.

OTHER FEATURES OF THE SYSTEM.

The free schools established and aided by the State are sustained from the proceeds of a State school fund, a State tax, and local taxes. They are open only to "white

children of the district over 5 years old."¹ The single absolute condition of State aid indicated in the school law is the raising of \$25 by the school voters of a district for the maintenance of a school; for, although the duty is imposed on district committees of raising annually \$100 in each of the school districts in New Castle and Kent Counties and \$60 in each district of Sussex County, the raising of this amount is not made a condition precedent to participation in the income of the State fund, nor is there even any penalty imposed for neglect to raise it. Since August, 1875, teachers, except under boards of education incorporated by special laws, must hold certificates from the State superintendent; and, in order to draw pay, must make monthly report of their schools to the commissioners of their respective districts. These reports are to be forwarded annually to the State superintendent to form a statistical basis for his report.

GENERAL CONDITION OF THE SYSTEM.

The condition of the schools depends so much on the proper qualification of the teachers that it is gratifying to hear of improvement in this respect. Superintendent Groves says in his report for 1877 and 1878 that at the beginning of his administration the examinations of the teachers were limited to only four branches of study, with perhaps a few questions in theory and practice. Year by year additions have been made, till at the last meeting teachers were required to stand a rigid examination in eight important studies, as well as in the theory and practice of teaching. He expresses the conviction that not more than one-fifth of the 462 teachers examined and licensed four years before could have passed the examinations of last year. In Sussex, where, even so late as 1876, reading, writing, and ciphering, taught in the most elementary way, formed the whole course in the country schools, not only has the instruction in these branches much advanced, but grammar and geography too are taught by men and women full of enthusiasm and eager to accomplish good work. A better system also has been organized; the time table and programme are before the teachers; the classes recite according to them; and order and discipline have taken the place of disorder and irregularity. In Kent the progress has not been so great, mainly from overcrowding of the school-houses; but in New Castle better furniture, better methods, and a larger prevalence of graded systems are now found, while the city schools of Wilmington occupy high rank for efficiency and thoroughness.

SCHOOLS FOR COLORED YOUTH.

The report of the actuary of the Delaware Association for the Education of Colored People shows that for the school year beginning October 1, 1877, and ending May 30, 1878, the schools maintained under the auspices of this excellent society outside of Wilmington numbered 47. The highest enrolment in them for any one month was 2,216; the average enrolment, 1,024; the average attendance, 787. The studies pursued were spelling, reading, writing, arithmetic, geography, grammar, and history. The actuary says that except in rare instances the management and general control of these schools have been such as to secure his entire approval. The longest term for any of them was eight months.

CITY SCHOOL SYSTEM.

WILMINGTON.

Officers.—A board of education of 20 members, 2 from each of the 10 wards, elected by the people for terms of two years, one-half to be changed or reelected each year, has general charge of the instruction in the schools; a city superintendent, appointed by the board, has especial charge of it.

Statistics.—Estimated population in 1878, 40,000; children of the city school age (6–21), 9,178; enrolled in the city schools for the school year 1877–78, 6,831; average number belonging, 4,879; average attendance, 4,435; teachers, 110; expenditure for the year, \$69,476. The school buildings in use were 18; the school rooms for day pupils, 109; the sittings for study, 5,648; estimated value of school property, \$265,339.

Further particulars.—The schools of the city embraced in the above statistical account were 16 primary and 4 grammar schools, and 2 high and grammar schools combined. Besides these, however, there was an evening school, with 3 teachers, 75 enrolled scholars, and an average attendance of 55. The studies in this were spelling, reading, writing, and arithmetic, with occasional lessons in some of the higher branches, as the more advanced scholars desired. In the city training school provision is made for recruiting the ranks of the city teachers from the higher pupils of the city schools; but it is to the credit of the city that such recruiting is not often called for, except

¹ Schools for colored children exist in the State, but they receive no State aid. Since 1875, and on their own petition for the arrangement, the colored people support their schools outside of Wilmington by subscriptions and taxes levied on themselves and their property. These schools, except in Wilmington, are under the care of the Delaware Association for the Education of Colored People, which kindly furnishes them with books at cost and aids them otherwise to the extent of about one-third of their expenses. The task of furnishing the books, however, will not be continued in 1879.

from the growth of the city system; for, of the 110 teachers employed, 42 have had 7 years' experience; 23, from 5 to 7; 10, from 4 to 5, and 9 from 2 to 4.

Among the means tried to secure punctual attendance in the schools, the most effective has been found in dismissing those divisions that have had no cases of tardiness for the week, and that one of the others in each school in which there have been the fewest cases, half an hour earlier on Friday. This has proved better than to dismiss the only punctual pupils.—(Report of Superintendent D. W. Harlan for 1877-'78.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal course at the State college appears to have been continued in 1877-'78, as in the catalogue for the latter year 2 graduates from it are named.

At Wilmington the normal class to prepare the younger teachers for examination and for higher work was held from 5 to 6 P. M. on four days of each week, instead of on one evening only as heretofore. There were 40 teachers on the roll and 13 in average attendance. Five passed their final examinations in June, 1878, and received permanent certificates.

The city training school of 1876-'77 was also continued, with an enrolment of 11 young ladies as pupil teachers, of whom 10 graduated and received appointments in the schools.

TEACHERS' INSTITUTES.

The annual meetings of these schools for teachers were held, according to law, in 1877 and 1878 in each county, and although, through the parsimony of school boards, the teachers present in some cases had to sacrifice their pay, the attendance generally was good and the results encouraging. The president of the State college, the superintendent of the schools of Wilmington, and others aided in the instruction, and Wilmington set the good example of letting her teachers attend the institute in that county without loss of pay.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Except in Lewes and Wilmington, the State report gives no intimation of high school departments in the State. In Lewes there is a classical department from which a student may graduate at the end of his eleventh year in the schools. In Wilmington the attendance in the high school department for boys reached 60; in that for girls, 42. Of the boys, 12 graduated; of the girls, it is not said how many, though their graduating exercises are commended.

OTHER SECONDARY SCHOOLS.

The catalogue of the State college for 1878 presents a list of 67 students connected with the Newark Academy, which is virtually the preparatory department of the college, though not formally connected with it.

For the statistics of all schools of this class reporting for 1878, including business colleges, see Tables IV and VI of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

THE STATE COLLEGE.

Delaware College, Newark, which the State has adopted as its own, has still its classical course of 4 years and a scientific and a literary course, each of 3. The classical course requires, for entrance in English, arithmetic and the elements of algebra, geography, English grammar, history of the United States; in Latin, the grammar, reader, first part of Harkness's Prose Composition, Sallust or Cæsar, Cicero's Select Orations, and Virgil (how much is not said); in Greek, the grammar and reader, with the first two books of the Anabasis. The literary course calls for the same preparation as the classical, with the omission of Greek. In these courses appear 35 students, 8 in the classical, 16 in the literary, 8 in the scientific, and 3 unclassified.—(Catalogue, 1878.)

INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The Wesleyan Female College, Wilmington, the only college for women in the State, begins the preparation of its students in a primary department, carries them on into a special preparatory course requiring 3 years in English studies, with some Latin, and offers them beyond this a regular collegiate course of 4 years for classical studies and 3 for English. The classical course does not embrace Greek, but it includes French or German from the beginning to the close. Instructors in 1878, ac-

cording to special return, 8; preparatory students, 15; collegiate (in regular courses, 60; in special courses, 7; in a graduate course, 1), 68. The buildings of the college were largely improved in 1878 in respect to heating, lighting, ventilation, and other comforts.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific course at the State college, including that in agriculture, requires the same preparation as the classical, except in Latin and Greek. It covers only 3 years, and numbered in 1878, according to the catalogue, 8 students. Two others, resident graduates, were pursuing studies in chemistry, for which the chemical department of the college, which is, by legislative enactment, the State laboratory, offers facilities.

PROFESSIONAL.

As stated in previous reports of the Commissioner, no professional schools exist in Delaware, the only facilities for study in theology, law, and medicine being those afforded in the homes of clergymen and the offices of lawyers, physicians, and dentists.

SPECIAL INSTRUCTION.

TRAINING OF THE DEAF AND DUMB, THE BLIND, AND THE FEEBLE-MINDED.

As in previous years, Delaware avails herself of the schools of her northern neighboring State for the education of this class of pupils, having 7 deaf-mute pupils in 1878 at the Pennsylvania Institution for the Deaf and Dumb, Philadelphia, and 1 in the National Deaf-Mute College, Washington, D. C.; 2 blind at the Pennsylvania Institution for the Instruction of the Blind, in the same city, and 2 feeble-minded at the Pennsylvania Training School for Feeble-Minded Children, Media, a few miles from Philadelphia.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

[The term of this officer is for one year only; but Mr. Groves has been annually reappointed by the governor since 1875.]

FLORIDA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Yonth of school age (4-21)	<i>a</i> 72,985	<i>a</i> 72,985	.....	.....
Enrolled in public schools	31,133	36,961	5,828	.....
Average daily attendance	21,782	23,933	2,151	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	<i>b</i> 39	<i>b</i> 39	.....	.....
Number of public schools	887	992	105	.....
Number of school-houses .....	.....	634	.....	.....
Average time of school in days	<i>c</i> 79.6	<i>d</i> 105.8	26.2	.....
Value of school property .....	.....	\$116,934	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	511	635	124	.....
Female teachers in public schools	317	335	18	.....
Whole number employed	828	970	142	.....
Average monthly pay	About \$40	About \$40	.....	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$171,742	\$183,311	\$11,569	.....
Whole expenditure for them	139,340	134,880	.....	\$4,460
STATE SCHOOL FUND.				
Amount of available school fund	\$229,900	\$243,500	\$13,600	.....

a Enumeration of 1876.*b* Each county in Florida forms a school district.*c* One county not reporting.*d* Four counties not reporting.

(Report of Hon. W. P. Haisley, State superintendent of public instruction, for the school years 1876-'77 and 1877-'78.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, there is a State superintendent of public instruction, appointed by the governor with the consent of the senate; there is also a State board of education to manage the school lands and school funds, to decide questions and appeals referred to it by the superintendent, and to keep in view and prepare for the establishment of a State university.

For counties, each of which is a school district, there are county boards of public instruction appointed by the State board, and composed of not more than 5 members. A county superintendent, appointed by the governor, acts in each case as the secretary and agent of the board.

For single schools the county board appoints usually one trustee; for groups of schools, on the recommendation of the patrons, from 2 to 5.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from the proceeds of a small State school fund, by a special State school tax of one mill on the dollar, and by a county tax, which must reach at least half the amount apportioned to the county from the State school fund—all supplemented by private contributions, and usually by an allowance from the Peabody fund. To obtain a share of the State fund, however, the schools must be kept open

at least three months and must be free to all resident youth between 6 and 21 years of age, though the fund is distributed on the basis of the number between 4 and 21.¹ The census of children of these ages is required to be taken by the county assessor in each county at the time of assessing the taxes of the county. Failure to take it involves a forfeiture of \$50, and then the county superintendent must perform the duty. All public school teachers must be licensed by either State or county school authorities, must teach morals and manners as well as the prescribed school studies, and may open school with reading of the Bible and short unsectarian devotional exercises, provided that no pupil be required to engage in these against his conscience or in opposition to the wish of parents or guardians. The school day is of 6 hours; the school month, of 22 days; the school term, of three school months; the school year, of three terms.

The school fund of the State, now very small, may yet, with good management, be much augmented from the proceeds of 566,656 acres of school lands still remaining.

GENERAL CONDITION.

Among the evidences of progress in the public schools during the year 1877-'78 are the enrolment of a larger percentage of the school population; a greater average daily attendance; a considerable increase in the number of schools sustained; a much longer average school term; the employment of better qualified teachers, and the adoption of county uniformity in text books. The financial condition of many of the counties has also been greatly improved, their debts liquidated, and school scrip thus placed at par. The fact that so small an amount is reported under the head of school property is explained by the statement that a majority of the buildings used for school purposes are furnished and owned by individuals or neighborhoods. In most of the counties the patrons of the schools furnish the school-houses and board the teachers, and this must necessarily be done until the school revenues shall be larger than at present. The public schools have been progressive, Superintendent Haisley says, in almost every particular; they have grown in public favor and the scope of their usefulness has been extended. Schools for colored people have been sustained in proportion to their population, and these people express themselves satisfied that justice has been accorded them.—(State report.)

AID FROM THE PEABODY FUND.

Assistance was given by the Peabody fund in 1877-'78 to 8 public graded schools, in sums ranging from \$300 to \$500 each and aggregating \$3,200; the fund also paid for two scholarships in Nashville Normal University of \$200 each, making a total of \$3,600 allowed the State from the fund. In addition to this, the sum of \$300 was promised to another high school, which, however, failed to comply with the requirements, and the amount was forfeited.—(State report.)

CITY SCHOOL SYSTEM.

JACKSONVILLE.

In this city there is no city superintendent and no separate city school system, all the schools in the county being under the supervision of the county superintendent and the board of public instruction. The number of days school was taught is given in a return as 124. The legal school age is from 6 to 21 years, but there was no report as to school population. There were 3 school buildings, 2 for the primary and grammar classes and 1 for the high school, and 740 sittings for study, 300 of these belonging to the primary department. Number of teachers 18, only 2 of them men. There were 778 scholars enrolled, with an average daily attendance of 565. Estimated value of school property, \$28,000. Total expenditures for the year, \$7,252.—(Return and letter from superintendent.)

TRAINING OF TEACHERS.

NO NORMAL SCHOOLS.

The State not having provided normal schools to prepare teachers for their work, the dependence for trained teachers has to be either on importations from other States or on the East and West Florida Seminaries and the high schools. The seminaries and high schools, however, do not adequately provide special training in methods of instruction and discipline. It is therefore to be hoped that before long the normal department of the projected State university may be established.

TEACHERS' INSTITUTES.

Superintendent Haisley did not, in 1878, find time to attend to these means of improving the efficiency and correcting the defects of teachers already in the ranks of the profession; but he purposed to look after this matter in 1879 and 1880, engaging

¹ The apportionment on this basis for 1877-'78 gave for each youth from 4 to 21 years old 19 cents and 5 mills, less than \$1 for each child in actual daily attendance on the public schools.

the county superintendents in the work and giving it also his personal attention.—(Report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent reports 15 public high schools in 1878, 3 more than in 1876. All these schools are graded and offer instruction in the studies usually taught in high schools, though some of them have never had pupils advanced beyond the common branches, while others, it is stated, will compare favorably with high schools in the older States. The number of pupils attending these 15 schools is not given; but there were 3,165 pursuing history and higher branches in the public schools in 1877-78, against 1,833 who studied those branches the previous year.—(State report.)

OTHER SECONDARY SCHOOLS.

Two schools, the East Florida Seminary, at Gainesville, and the West Florida Seminary, at Tallahassee, occupy a somewhat peculiar position, combining the features of elementary and secondary, of public and of private schools. Their course begins with the elements, but it is meant to embrace also the usual academic studies. Through an income derived from lands donated by the Government, they are able to give tuition free, but, under their own special boards of trustees, they have ordinarily had little connection with the State school system and have seemed almost independent academies. This somewhat anomalous position will probably be changed ere long to one of greater responsibility to the State, and possibly to one of service as State normal schools.

For statistics of any business colleges or private academic schools reporting for 1878, see tables IV and VI of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The State university, for which the constitution of 1868 requires the legislature to provide and the establishment of which the State board of education is directed by law to keep in view, is not yet provided for, nor do any steps towards its establishment appear to have been taken. It will, however, doubtless come as soon as there shall be a real need for it.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Florida Agricultural College seemed in 1873 to be finally settled in Alachua County and to have a fair prospect of soon beginning active operations. In 1874 difficulties were experienced as to the realization of its endowment, it having been invested in State bonds the constitutionality of which was called in question. In 1875 its trustees determined to locate it at Eau Gallie, a point far down the coast, between Indian River and the ocean, where lands were offered it, and where, in 1876, some buildings were erected for its use. On March 7, 1877, an act of the legislature provided for a new board of trustees, with the State superintendent of public instruction as its chairman, and authorized this board to remove the college from its remote situation at Eau Gallie to any point that might seem to be for the best interests of the State. At a meeting of the trustees, held at Eau Gallie, November 15, 1878, it was resolved that the institution should be removed, and steps were taken towards effecting a removal to some central position, where, other considerations being equal, the largest available subscription for a building fund and lands for the use of the college could be secured. This action, detailed in an appendix to the State report for 1877 and 1878, is the latest of which there are any official advices.

PROFESSIONAL.

No schools for professional instruction at present exist in the State, but the university of the future is to have among its objects the instruction of youth in "the professions of teaching, medicine, and the law."

SPECIAL INSTRUCTION.

THE TRAINING OF DEAF-MUTES, THE BLIND, ETC.

Possessing no institutions of her own for instructing this class of unfortunates, Florida has to avail herself of the advantages afforded in other States for such of them as are brought under training.

CHIEF STATE SCHOOL OFFICERS.

Hon. W. P. Haisley, *State superintendent of public instruction, Tallahassee.*

STATE BOARD OF EDUCATION.

Name and official position.	Post office.
Hon. W. P. Haisley, State superintendent of public instruction.....	Tallahassee.
Hon. W. D. Bloxham, secretary of state	Do.
Hon. George P. Raney, attorney general	Do.

GEORGIA.

STATISTICAL SUMMARY.

	1877.	1878.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-18)	a218, 733	236, 319	17, 586	.....
Colored youth of school age (6-18)	a175, 304	197, 125	21, 821	.....
Whole number of school age	a394, 037	433, 444	39, 407	.....
Whites in public schools	128, 296	137, 217	8, 921	.....
Colored in public schools	62, 330	72, 655	10, 325	.....
Total public school enrolment	190, 626	209, 872	19, 246	.....
Average daily attendance	119, 160	130, 605	11, 445	.....
Youth in elementary private schools	b23, 302	b26, 089	2, 787	.....
Youth in academic private schools	b4, 621	b5, 223	602	.....
Youth in collegiate private schools	b2, 133	b2, 810	677	.....
SCHOOLS.				
Public schools for white pupils	3, 602	3, 837	235	.....
Public schools for colored pupils	1, 134	1, 436	302	.....
Not distinguished as to race	128	88	.....	40
Whole number of public schools	4, 864	5, 361	497	.....
Number reported as graded	61	62	1	.....
Number reported as high schools	12	11	.....	1
Private elementary schools	822	824	2	.....
Private academic schools	86	85	.....	1
Private or church collegiate schools	18	27	9	.....
TEACHERS.				
Male teachers in public schools	3, 267	3, 654	387	.....
Female teachers in public schools	1, 633	1, 826	193	.....
Whole number employed	4, 900	5, 480	580	.....
Teachers in private elementary schools	861	889	28	.....
Teachers in private academic schools	150	148	.....	2
Teachers in private collegiate schools	126	161	35	.....
INCOME FOR PUBLIC SCHOOLS.				
Receipts for public schools	\$400, 153	\$411, 453	\$11, 300	.....

^a This is the enumeration of 1874, the school census being taken only every fourth year; so that 39,407 represents the increase in 4 years, or an average of 9,852 a year. This would give a total of 423,593 children of school age for 1877 instead of 394,037.

^b The colored pupils in elementary private schools in 1877 were 4,599; in collegiate, 214. In 1878 the numbers were: In elementary, 4,332; in collegiate, 244; in academic, none.

(Biennial report of Hon. Gustavus J. Orr, State school commissioner, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State at large there continue to be a State school commissioner and a State board of education. The commissioner is appointed by the governor, with the consent of the senate—formerly for 4 years, now for 2—to administer the school laws, supervise the public school interests of the State, and make biennial report of them. The board, including the commissioner, with the chief State officers, serves as a council of advice to him and as a court to hear appeals from his decisions.

For each county, except 4 that are under special laws, there is a county board of

education of 5 members, chosen by the grand jury of the county for terms of 4 years, which board chooses from its own number or from the citizens of the county a secretary, who becomes ex officio county commissioner of education, for a 4 years' term, with the usual duties of a county superintendent of schools. The county is here the only recognized school district.

For the subdistricts into which counties have been divided, the county boards, under a law of 1877, appoint in each case 3 trustees, with the usual duties of such officers, the term of office to be 3 years and one member liable to change each year.

OTHER FEATURES OF THE SYSTEM.

The permanent State school fund, which in most States aids in supporting the schools, is wanting here. The State does, however, appropriate to its public schools the income it receives from the half rental of two railroads and from the tax on shows and exhibitions. The dependence for school support, therefore, has to be mainly on taxation, the proceeds of which the counties retain and distribute themselves. What are called ambulatory schools, containing not less than 15 pupils, may be established, at the discretion of a county board, in neighborhoods not held able to sustain a 3 months' school, removing to other neighborhoods when the school fund is exhausted. Graded schools from primary to high, self sustaining manual labor schools, and evening schools for youth over 12 years old who cannot attend day schools are also authorized.¹ But in all cases separate schools for white and colored children must be provided, the attendance of the two races in the same schools being prohibited by law. With this exception, there is free admission into public schools for any children of school age residing in the subdistricts in which such schools are situated.

Teachers for these schools must be examined by the county school commissioner and licensed on his recommendation by the county board by which they are to be employed. In order to receive their pay after they have taught, they must make full report of their schools, at the end of each term, in legal form, to the county commissioner. The principals of private schools, elementary, academic, and collegiate, are also to make such reports, though in their case there is no penalty for failure, except where they teach public pupils.²

Text books and books of reference for the public schools are chosen by each county board for the county, with only the provisions that the Bible shall not be excluded and that sectarian or sectional books shall not be introduced.

GENERAL CONDITION.

The report of State School Commissioner Orr for 1877 and 1878 presents statistics which distinctly indicate that the growth of the public school system exceeds that of the State in other respects. The average annual increase of school population from 1874 to 1878, as shown by the census in the latter year, was 9,852. But the increase of enrolment in the public schools was 11,221 in 1877, and 19,246 in 1878; the increase in average attendance is given as 21,164 in 1877, and only 11,445 in 1878, although the enrolment as above stated was reported 19,246 greater. The elementary private schools, too, which are often continuations of the public schools on a pay basis, report an increase in 1878 of 2 in number and of 2,787 in attendance; while the number of illiterates between 10 and 18 years of age is found to be 4,229 less among the whites and 16,385 less among the colored people than in 1874, although the children of school age increased by 39,407 during the four years in which youthful illiteracy was thus diminished. An increase of 235 in the number of public schools for whites and of 302 in those for colored gives reason to hope that the educational advance thus indicated will continue.

It is only just to say, moreover, that the educational results obtained thus far have been reached through a very small proportionate expenditure, the State income for school purposes, even with the addition of local taxation and subscriptions, hardly reaching \$1 for every child of school age. In view of this, Mr. Orr remarks: "While the work we are doing is wholly inadequate, I have never known, in all my school reading, * * * results so great achieved by the use of means so limited." The Peabody fund assisted in obtaining these results by allowances in aid of public education amounting to \$8,000 for 1876-77 and to \$6,000 for 1877-78.

KINDERGÄRTEN.

For schools of this class reporting for 1878, see Table V of the appendix following, and a summary of it in the report of the Commissioner preceding.

¹These are the provisions of the school law; but the new constitution of 1877 limits instruction in the State schools to "the elementary branches of an English education only;" and though this clause of the constitution has thus far been liberally interpreted, it may at any time be made to override the law.

²Permission to teach public pupils in private schools is another feature of the new constitution.

CITY SCHOOL SYSTEMS.

OFFICERS.

Atlanta has a board of education of 12 members, one-third changed every two years, the mayor a member ex officio; Columbus, a board of trustees of 11 members, subject to periodical change by the city council. The other cities named combine both city and county systems, the boards containing members both from the city wards and from country and village districts. That for Bibb County, including Macon, has 12 regular members appointed for life, with 3 ex officio elective members. In all cases there are superintendents as executive officers of boards.

STATISTICS. *a*

Cities.	Estimated present population.	Youth of school age.	Enrolment.	Average attendance.	Private school attendance.	Attendance of colored pupils.	Teachers in public schools.	Expenditure.
Atlanta	40,000	10,360	3,598	2,486	600	1,188	54	\$36,313
Augusta	27,000	5,628	2,019	1,207	500	619	35	30,680
Columbus	10,000	2,863	1,204	888	300	595	21	11,149
Macon	15,000	4,500	1,465	917	300	497	26	10,300
Savannah	30,000	10,917	4,019	3,085	500	.....	76	57,062

a For the sake of uniformity the statistics here given are from written returns; other particulars are largely from printed reports.

ADDITIONAL PARTICULARS.

Atlanta had 8 public school buildings in 1878, with 54 rooms and 2,650 sittings, not enough for the enrolment, which in some months reached 2,800. The value of buildings, furniture, and apparatus is put at \$95,000. The schools are designated as grammar and high schools, the former comprising 8 grades, corresponding to the first 8 years of school life; the latter, 4 grades of 1 year each for girls and 3 for boys. Promotions from grade to grade are made regularly in September of each year, but occasional promotions for especially rapid progress may be made oftener at the discretion of the superintendent. The school year is divided into 3 terms. There is a public examination of all the schools at the close of the last term of each year, with a written examination running through 2 weeks at the close of the second term; these are both under the direction of the superintendent and the committee on examination and course of study.—(Report for 1878.)

In *Augusta*, where a tuition fee of \$15 a year has been charged for high school instruction, only those below the high are termed common schools. The common schools use 13 buildings; high schools, 2. The grading of the schools, begun in 1877, is reported to have been satisfactorily completed in 1878. Primary and high school grades comprise 3 classes each; intermediate and grammar grades, 2 each. As the studies of a class cover a school year, the course thus settled will require 10 years. The work of each week is now reviewed on Friday, and that of each term in an examination, written or oral, or both, at the close of the term; the final examination of the year, however, must be at least partly in writing for the high school and the last grade of the grammar school. Through special attention to penmanship, very satisfactory results are said to have been secured. The general work done in the colored schools is reported to be greatly improved since the grading of them, and a petition, signed by a number of colored parents, has been presented, asking for a high school for colored pupils. As the law explicitly provides that equal educational advantages shall be enjoyed by both races, the superintendent says there needs must be a compliance with the petition, the whites having 2 high schools. Two others, one in the city, the other at the village of Summerville, have passed out of the control of the board of education into private hands. Still, no loss of advantages will result from this, as the course will remain about the same and the rate of tuition be no higher than was charged by the board.—(Report of the board of education for Richmond County and city of Augusta for 1878.)

In *Columbus* the public schools use 6 separate school buildings, but not specially for any grade. Eleven rooms are devoted to primary studies and recitations, 7 to grammar classes, 1 to a high school department, and 1 to a city normal school, of which the

city superintendent is the teacher. A special instructor in music is employed, receiving as compensation what the department charges, viz, \$2 a month for each scholar in instrumental music.—(Return of Superintendent George M. Dews.)

At *Macon* the public schools have only the two designations, grammar and high, the former including 7 grades, the latter 2. There are 2 full grade grammar schools, 1 high school, and 5 of partial grades. The buildings for the 2 full grade grammar schools are owned by the city, the others are rented; that for the high school was erected for its accommodation by the "Macon free school" trustees, in 1877, and was first occupied in September of that year. The sexes are taught together in all the grades. About three-fourths of all the children attending school in the city are in the public schools. The superintendent says that the meagre salaries paid make it impossible to secure experienced male teachers, and this and the short term, made necessary by a small school fund, begin to tell on the efficiency of the schools. The average daily attendance, however, was greater by nearly a hundred than during any previous year, reaching, in some cases, 98 per cent. of the number enrolled. Thoroughness, moreover, is cultivated by the inculcation of the maxim that "Nothing is thoroughly learned until it can be correctly expressed in writing;" and the superintendent says: "This test is applied as well to the little six-year-olds, in their printing exercises, as to the examinations of the Greek class in the closing work of the course."—(Return and report of Superintendent B. M. Zettler for 1877-'78.)

Savannah reports 7 school buildings, with 59 rooms for study and recitation both, and 1 for recitation only. The schools are primary, grammar, and high. The value of all school property is set at \$57,500. These statistics, as well as those in the table above, include all the schools of Chatham County, as well as those of the city proper.—(Return for 1878.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL CLASSES.

The State in 1878, as previously, remained without any special normal school of its own, depending on its colleges, high schools, academies, city normal classes, and other like means, to supply vacancies occurring in its teaching corps. Through a generous allowance of \$2,000 from the Peabody fund, however, 4 young men and 6 young women from Georgia were sustained for the year at the normal college of the State of Tennessee, at Nashville, one of the young ladies receiving at the close the first medal for efficiency. These are all to be teachers in the schools of Georgia. The University of Georgia also offered free tuition to 50 young men of good character and capacity and of limited means, on condition that they should teach in the State schools as long a time as they should study at the university. Then, too, in the North Georgia Agricultural College, at Dahlonega, a normal department was organized, under a special act of 1877, and 53 teachers were commissioned and sent out in that year; all but 2 of these had charge of schools.

In the cities mentioned normal classes were maintained, as in preceding years, for the improvement of teachers already employed and the preparation of new recruits.

In Atlanta University teachers for the colored schools were trained in a normal course which covers the elementary grades of study and requires no preceding examination, as well as in a higher normal course, which has to be prepared for by study of the common school branches and then requires 4 years for its completion. Students for 1877-'78 in the former, 104; in the latter, 72.

TEACHERS' INSTITUTES.

The school law, as published up to the date of this report, makes no provision for holding institutes to improve teachers in their knowledge either of subjects to be taught or of the methods of teaching and of school management.

TEACHERS' DEPARTMENT OF EDUCATIONAL JOURNAL.

No educational paper is published in the State; but during 1878 a part of the editorial work of the *Eclectic Teacher*, of Kentucky, was performed by Superintendent Mallon, of Atlanta, with a view to the needs of the teachers of Georgia.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Explicit authority having been given county boards in the law of 1872 to establish graded schools from the primary to the high school, wherever the public wants should demand it, the embarrassments as to high school instruction often experienced in other States have consequently hardly been felt here hitherto. But high school studies, as before mentioned, are now threatened by a clause in the new constitution, which provides for education in the elementary branches only. And although, as was said,

this seems thus far to have received a liberal interpretation, it may at any time be so enforced as to strike down high schools, except in the specially chartered counties and cities. These made return of 11 high schools for 1878, but this was evidently not the full number of such schools in the State, for in one county, which reports only a single high school, 7 other schools are reported as affording more or less instruction in the higher branches. No statistics of the high schools of Savannah are obtainable for 1878. In those of Bibb and Richmond Counties and in the cities of Atlanta and Columbus there were 619 enrolled pupils, with an average attendance of 469, under 17 teachers.

OTHER SECONDARY SCHOOLS.

The State report for 1878 presents the statistics of 85 reporting private high schools thus: Teachers, 148; pupils (male, 3,042; female, 2,181), 5,223; average number of months taught, 8.09; average monthly cost of tuition for each pupil, \$2.51.

For statistics of instruction in commercial schools, academies, special preparatory schools, and preparatory departments of colleges, reporting to this Bureau for 1878, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Georgia*, at Athens, presents in its academic department¹ a classical, a scientific, and a literary course, each of 4 years. During the first 2 years the courses are nearly the same, the main difference being the substitution of French and German for Latin and Greek by those preparing for the scientific or literary course. After that, there is a greater prominence of studies in natural science, mechanics, mining, and metallurgy in the scientific course, and of modern literature, French, and German in the literary course. The university underwent considerable change in 1878: the trustees dispensed with the separate chancellorship and its incumbent, and gave the duties of the office to the professor of the school of metaphysics and ethics; consolidated the school of English literature with that of belles lettres, and dispensed with the professor of the former; and attached the duties of the professorship of natural history and geology to other professorships, and abolished the chair. An increase of interest seems to have resulted, the number of students in all the departments rising from 470 in 1877-'78 to 549 in the autumnal term of 1878-'79.—(Catalogues and Wesleyan Christian Advocate of August 17, 1878.)

The other institutions for superior instruction of young men are *Atlanta University*, Atlanta (non-sectarian), mainly, if not wholly, for the colored race; *Emory College*, Oxford (Methodist Episcopal South); *Gainesville College*, Gainesville (non-sectarian); *Mercer University* (Baptist) and *Pio Nono College* (Roman Catholic), Macon. All these have preparatory departments of 2 to 3 years, except Mercer University; classical courses of 4 years, and scientific courses of 2, 3, or 4. The last is the time at Atlanta University. Pio Nono rates its classical course at 6 years and its scientific at 4; but, to do so, it takes in 2 years of what would ordinarily be held to be preparatory studies, indicating this by giving the explanatory heading "Freshman" to the highest of its three grammar classes.

Atlanta University, having to deal with a race that has enjoyed few advantages, begins with a normal course of three grades consisting of the grammar grade studies of the common schools, passes up to a higher normal course, which advances its students two more years, and thus does a very useful work in preparing teachers for the different grades of colored schools. For such as desire a higher training still there is a scientific preparatory course of two years as well as a college preparatory of three years, leading to the 4 years' collegiate course.

Gainesville College, still in its infancy, begins also at a low point in its preparation, starting with primary common school studies, passing up through grammar and high school grades, and ending with a college curriculum that embraces thus far comparatively little Latin and makes Greek optional and modern languages "extra." It has also made a break in the ordinary southern rule by determining to admit young women to its classes on equal terms with young men from the beginning.

The others all have substantially the current collegiate curriculum, with apparently fair advantages for the prosecution of it.—(Catalogues for 1877-'78 and 1878-'79.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the names, locations, and statistics of schools of this class, see Table VIII of the appendix following; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

¹The departments here are 5, the academic, State college, and law, at Athens; the North Georgia agricultural, at Dahlonega; and the medical, at Augusta.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Georgia, Athens, besides the scientific division of its academical course, presents further advantages for scientific study in the agricultural, engineering, and chemistry courses of four years each in its State College of Agriculture and the Mechanic Arts at Athens, with some of the same advantages, but to a lower extent, in the branch called the North Georgia Agricultural College at Dahlonega. For the former a very respectable curriculum of scientific study is outlined, to be pursued under the direction of 8 professors, including the president; for the latter, one less fully detailed, but evidently of rather lower grade, to be prosecuted under the same number of professors and instructors, of whom one is lady "principal of girls' primary and preparatory departments."

The other colleges, except Gainesville, as has been mentioned, all have scientific courses, but usually of shorter duration than the classical courses in the same.

For statistics of the State college and its branch at Dahlonega, see Table X in the appendix, and the summary in a corresponding table of the report of the Commissioner preceding. For the number of students in scientific courses of the other colleges, see Table IX.

PROFESSIONAL.

Theology is taught still to some extent, as in former years, in a non-sectarian way, at Atlanta University, where in the catalogue for 1877-'78 appears a theological class of 4 members, who seem to have graduated, and under Baptist influences, at Mercer University, Macon, where the names of 13 "ministerial students" are printed in the catalogue for the same year. In neither, however, is there any intimation of a special and defined course of study for the ministry. At Emory College (Methodist), Hebrew is taught during the junior and senior years, to aid students in preparing for ministerial work. The Augusta Institute, Augusta, a school for colored students under Baptist care, had, in 1878, out of its corps of 106 students under 3 instructors, 67 who were preparing to be preachers.—(Baptist Year Book, 1879.)

Law schools, with courses of 1 year each, are noted in the catalogues of the University of Georgia, at Athens, and Mercer University, Macon, for 1878. In the former, the studies cover 10 months; in the latter, 39 weeks. At Athens there were 4 instructors with 6 students in the autumnal term of 1878; at Mercer, 3 professors and 6 students in the spring of the same year. Neither school appears to require any special preparation for admission, though there is some preliminary examination at the latter.—(Catalogues.)

Medical instruction continues to be furnished by the Medical College of Georgia, at Augusta, which constitutes the medical department of the University of Georgia, and which had 8 professors, 12 assistant instructors, and 77 students at the opening of its winter term in 1878; by the Atlanta Medical College, Atlanta, where there were 8 professors and a demonstrator, number of students not given; and by the Savannah Medical College, which was suspended during 1876-'77 and 1877-'78, but resumed its exercises in the autumn of 1878, with improved accommodations for its work, which was in the hands of 8 professors and a demonstrator. All these are of the "regular" type, and all in 1878 had the old course of 3 years, 1 for private study under a physician and 2 for attendance on medical lecture courses. The Atlanta school, however, had in that year an optional graded course of 3 years, according to which a student might be examined at the end of the second lecture course on anatomy, physiology, chemistry, and materia medica, and receive, if successful, a certificate of having passed in these. He would thus be left at leisure to pursue during a third term the study of practice, surgery, obstetrics, and diseases of the eye and ear, his examination to be only on these branches at the close.—(University register and annual announcements for 1878-'79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The twentieth report of the trustees of the Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, covers the period from March 1, 1877, to July 1, 1878. It states that they found, on entering upon office at the former date, a forlorn condition of affairs. This they have been able to remedy, improving the premises in value and appearance and adding a substantial two story building. The attendance, in consequence of these improvements, sprang from 49 to 73, and thus a new necessity arose for enlarged accommodations and increased support, without any available funds to meet it. Through the good management of a new principal, the trouble from this source was tidied over, and the small appropriation meant for 49 was made to meet the needs of 73. But in view of the increasing number to be cared for and the necessity of providing further room, more ample teaching force, and fuller supplies of food, in-

creased appropriations are pleaded for from the legislature. There were at the date of the report 4 teachers, besides the principal and matron; but the master of printing was dispensed with and the press sold, leaving shoemaking the only mechanical industry in which instruction was given. The building, which was purchased in 1876 to serve as a school for colored deaf-mutes, was found to need repairs considerably beyond what the \$1,000 appropriated for the purpose would secure. Should the money be obtained and due appropriation made for annual support, the trustees say that there will be an attendance of 30 to 40 colored mutes.

EDUCATION OF THE BLIND.

The twenty-seventh annual report of the trustees of the Georgia Academy for the Blind, at Macon, shows 3 principal teachers, 3 assistants, and 1 master of workshop; with an attendance of 64 pupils in the 9 months covered by the statement, *i. e.*, from January 1 to September 30, 1878. The training is in the ordinary literary branches, with music; such boys as are fit for mechanical employments being also taught the elements of trades and the girls practised in beadwork, crocheting, and necessary household work. Among those taught in the workshop were 2 blind colored youths, who were boarded at their homes.

EDUCATIONAL CONVENTION.

GEORGIA STATE TEACHERS' ASSOCIATION.

The meeting for 1878 was held at Barnesville, July 31 to August 2. Comparatively few teachers were in attendance, but those who came are said to have had "a genuine symposium" in the addresses delivered, in the papers read, and in the discussion of important topics in debates. As far as can be judged from a brief report, the chief points of interest seem to have been in addresses from Dr. William T. Harris, of St. Louis, on "The philosophy of education;" from President A. J. Battle, of Mercer University, Macon, on "Due culture of the imagination," and from State Commissioner G. J. Orr, on "The condition and needs of the public schools," in which last the raising of additional revenues for them from liquor sales and a dog tax was presented as a subject on which to memorialize the legislature. But useful and important papers appear also to have been read by G. M. Dews, of Columbus, on "Extremes and means" in school courses and arrangements; by L. C. Caldwell, of Rome, on "A scientific view of the necessity of education;" by John F. Bonnell, of Oxford, on "The use of apparatus;" by Miss Fanny Andrews, of Washington, on "How to teach botany;" by C. E. Lambdin, of Barnesville, on "School teaching versus school keeping;" and by W. H. Fleming, of Augusta, on "Education and labor;" while Superintendent B. Mallon, of Atlanta, introduced for discussion the often debated and still unsettled question, "Should prizes be offered as incentives to study?" the decision upon which the report does not announce.

OBITUARY RECORD.

EX-PRESIDENT O. L. SMITH, D. D.

The Eclectic Teacher for March, 1878, has the following: "Emory College, the Methodist Episcopal Church South, and the State have all sustained a grievous loss in the sudden death of Rev. O. L. Smith, D. D. He has long been known as an educator of eminent ability, and was successively professor and president of Wesleyan Female College and president of Emory College. The latter office he resigned in 1875, accepting the chair of Latin in the same institution. Here he labored with his characteristic vigor, cheerfulness, and fidelity, until his sudden and sad demise." No further particulars respecting his life are given.

CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Third term of office ends January, 1881.]

ILLINOIS.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21).....	992,354	1,002,421	10,067	-----
Enrolled in public schools.....	694,489	706,733	12,244	-----
Average daily attendance	420,031	-----	-----	-----
Attendance in private schools	50,619	41,406	-----	9,213
SCHOOL DISTRICTS AND SCHOOLS.				
Whole number of school districts	11,581	11,714	133	-----
Number with 5 months of school or more.	11,285	11,438	153	-----
Number with less than 5 months.....	64	55	-----	9
Number that had no school.....	94	101	7	-----
Number not reporting.....	138	120	-----	18
Number that had libraries.....	886	899	13	-----
Public school-houses	11,743	11,874	131	-----
New ones built during the year.....	211	212	1	-----
Estimated value of all public school property.	\$14,074,996	\$16,105,870	\$2,030,874	-----
Whole number of free public schools..	11,859	12,324	465	-----
Number of these graded.....	973	810	-----	163
Number of high schools	103	128	25	-----
Average time of public schools in days.	152.46	154.22	1.76	-----
Private schools reported	548	582	34	-----
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	9,162	9,475	313	-----
Female teachers in the same.....	12,831	12,817	-----	14
Whole number reported.....	21,993	22,292	299	-----
Number from State normal schools....	554	574	20	-----
Graduates of State Normal University.	182	143	-----	39
Average monthly pay of men.....	\$46 17	\$54 07	\$7 90	-----
Average monthly pay of women	32 23	30 87	-----	\$1 36
Number of teachers in private schools.	1,317	1,017	-----	300
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$9,660,226	\$9,634,728	-----	\$25,498
Whole expenditure for them.....	7,702,525	7,526,109	-----	176,416
STATE SCHOOL FUND.				
Amount of permanent fund.....	-----	\$5,337,857	-----	-----

(From returns of Hon. S. M. Etter and Hon. James P. Slade, State superintendents of public instruction, as respects average monthly pay of teachers and amount of permanent State school fund. The other items are from Mr. Etter's published report for the years 1876-'77 and 1877-'78. The figures of the report for 1876-'77 differ considerably at some points from those furnished in a return to this Bureau for 1877 and published in the Report of the Commissioner of Education for that year—a difference supposed to be attributable to later and fuller statistics received from county superintendents.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction is elected quadrennially by the people, to supervise all public school interests; a State board of education is such in name rather than in fact, as it only has the care of one of the two State normal universities, the Illinois Normal.

A county superintendent for each county is chosen, also quadrennially, to supervise the public schools and examine and license teachers for them.

The minor local officers are (1) a board of 3 trustees of schools for each township, to divide it into districts, care for school funds, and hold the title to school property, and (2) a board of 3 school directors for each district,¹ to establish schools, maintain them for at least 110 days in each year, and see to their well being. The term of office for each member of both boards is three years, one being changed each year. The township board elects from without its own number a resident citizen of the township as treasurer of all the township school funds. He also serves as clerk of the board. The district board has its own clerk from among its members.

Women, duly qualified, whether married or single, are eligible to any school office.

OTHER FEATURES OF THE SYSTEM.

The public schools are open to all youths 6 to 21 years of age residing in the districts in which they are held. Color is no bar to admission. They are sustained from the proceeds of State,² county, and township school funds, and of district taxes, these last not to exceed 2 per cent. for educational and 3 per cent. for building purposes each year. They must be taught at least five months of twenty-two days each in ordinary districts and at least six months in those with 2,000 or more inhabitants. The teachers for them, in order to receive a license, must be found qualified to teach at least orthography, reading in English, penmanship, arithmetic, English grammar, modern geography, and the history of the United States. To receive their pay after having taught, they must be able to show certificates of qualification covering the whole period for which pay is sought; must have made out, certified, and presented to the school directors of the district a schedule in due form of the attendance on the school taught; and must have satisfactorily accounted for all books, apparatus, and other property in their charge. The school month recognized by law has been "22 days actually taught," and now is the same as the calendar month, excluding Saturdays, legal holidays, and specially appointed thanksgiving or fast days; but the last State report says that great inconvenience results from this departure from the ordinary 20 days, and recommends a change to this number as the even multiple of the 5 days of a school week.

Graduation of schools in populous districts is provided for. The establishment of township high schools is made optional with the inhabitants of the townships concerned. Permission is given to appropriate surplus school funds to the purchase of libraries and apparatus for the schools. The determination of the text books to be used is left with the boards of the school districts, no change, however, to be made oftener than once in 4 years.

GENERAL CONDITION.

On this point there is little said in the State report, and we are left to gather our information from the statistics given. These show an advance in public school enrolment beyond the reported increase of the youth of school age which indicates a growing popularity of the State system of instruction; and if the reports of a considerably diminished attendance on private schools may be relied upon, which the superintendent doubts, it would seem that about three-fourths of the additional enrolment has been drawn from the private schools. There appear also 133 more organized school districts, 153 more with schools of reasonable length of term, a greater number making report of their statistics, a greater number with school district libraries, 131 more public school-houses, apparently at least 465 more free public schools (though here the numbers are somewhat confused), with 299 more teachers. With an increased proportion of male teachers, there was reported an advance in their average salaries amounting to \$7.90 a month. The only cutting down of pay is in the case of women teaching, who suffered an average reduction of \$1.36 a month. It is claimed that by this reduction, with a lessening of the cost of building and repairing school-houses and close economy in other things, there was a decrease of the total public school expenditure to the extent of \$176,416. The superintendent evidently thinks that the reduction of the pay of teachers has been in many instances and in large districts of the State injurious to the best interests of the schools.

¹ The exceptions to this are school districts with not less than 2,000 inhabitants, in which, instead of 3 directors, there must be elected a board of education of 6 members, with 3 additional members for every additional 10,000 inhabitants.

² Since 1873 the State allowance for its schools has been \$1,000,000 annually, and a former State tax of 2 mills on the dollar for school purposes has been discontinued.

KINDERGÄRTEN.

For schools of this class reporting for 1878, see Table V of the appendix following, and a summary of it in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

The general law is that in all school districts having a population of not less than 2,000 inhabitants, and not governed by any special act, there shall be elected, instead of the 3 directors of ordinary districts, a board of education, to consist of 6 members, with 3 additional members for every additional 10,000 inhabitants. One-third of these members go out annually to give room for new elections. These boards have the entire superintendence and control of the schools, except so far as they may delegate their powers in this respect to superintendents, whom they are authorized to elect. Chicago has a board of 15 members (one-third subject to change every year), a superintendent and assistant superintendent of schools, and several minor officers.

STATISTICS.

Cities. <i>a</i>	Estimated population.	Youth of school age.	Public school enrolment.	Average attendance.	Teachers.	Expenditures.
Belleville	13,000	4,532	2,166	1,990	42	\$36,314
Chicago	<i>b</i> 436,731	123,115	<i>c</i> 55,109	<i>c</i> 40,036	<i>c</i> 885	<i>c</i> 711,308
Danville	8,150	2,535	1,879	1,167	28	36,746
Decatur	8,000	3,094	1,933	1,398	29	23,347
Galesburg	14,000	4,354	2,301	1,630	34	20,601
Jacksonville	12,000	3,693	1,839	1,327	34	48,844
Peoria	38,000	8,947	4,118	3,038	73	54,632
Quincy	32,000	8,513	3,807	2,427	56	47,155
Rock Island	12,000	5,358	2,100	1,594	38	39,268
Springfield	25,000	.....	2,776	2,254	43	35,449

a Several other cities of sufficient size to entitle them to a place in this table have failed to report.

b School census of 1878.

c Including evening schools.

ADDITIONAL PARTICULARS.

From *Belleville* there is no printed report for 1878. A return gives the estimated value of property used for school purposes as \$74,200; the number of sittings for study, 2,020. A private Kindergarten is reported by the city superintendent as furnishing a class of pupils to the public schools who "far surpass the others in every respect."

The report from *Chicago* gives an increase to the public schools of 1,580 pupils since 1877. There were 75 more teachers employed; but this has been made possible only through a reduction of 33 per cent. in salaries within the past three years. Of the 72 buildings used for school purposes, 53 were owned by the city. There were 2,220 more sittings than in 1877, this being only a small number out of the 10,000 reported in 1877 as needed to keep out of the streets many children who are growing up there in ignorance. The plan of having division high schools with a brief course and a central one with a full course was continued. The number of pupils attending the high schools was small compared with other grades, but this grade is demanded by the people and taxpayers, many of whom cannot afford the expenses of colleges, seminaries, &c., for their children. There has been an increase of membership in the last two years, the number enrolled in the central high school falling from 646 in 1877 to 390 in 1878, but rising in the division high schools from 902 in 1877 to 1,208 in 1878, a net gain of 50. A falling off was noticed in the attendance at drawing lessons, although the number still continued surprisingly large, while the progress in vocal music was greater than in the two previous years. The president reports that there was room for improvement in the system of teaching German. From the report of the committee on German it seems likely that matters will be bettered by employing a larger number of teachers trained in the city schools. There were 2,093 pupils in German in 1877 and 2,160 in 1878, an increase of 67. Evening schools were opened September 10, 1877, remaining in session fourteen weeks, five evenings each week. The evening high school, in which instruction was given in mechanical drawing, bookkeeping, and stenography, was in session fifteen weeks, five evenings a week, during the fall, and was reopened in January for ten weeks, two sessions a week, the

classes in stenography not being continued. The total enrolment in all the evening schools was 3,255 pupils;¹ average attendance, 842. The deaf-mute day school in connection with the public schools reports the number of pupils under instruction during 1877-78 to have been 27, of whom 5 were females. They were taught reading, writing, arithmetic, geography, and drawing, and were under the charge of 3 instructors, one a semi-mute.—(Return and printed report.)

From *Danville* there was no return for the year 1878; the printed report mentions 26 schools, 14 primary, 11 grammar, and 1 high, in 5 school buildings. There were 8 primary grades. In the high school there were 2 courses, a general and classical, with four years in each course.

Decatur makes a brief report, indicating a diminution of \$24,000 in annual taxation for school purposes since 1873. There were 94 pupils neither absent nor tardy during the entire year.

Galesburg makes a return for 1878, giving the number of school buildings as 7, with 33 school rooms. The estimated value of school property was \$100,000.

Jacksonville.—The return for 1878 gives the number of school buildings as 7, instead of 8 as in 1877; number of school rooms, 34; of sittings, 1,610. The schools were of 7 grades below the high school, which had a course of 4 years. The valuation of property for school purposes was \$160,700.

Peoria sends no printed report. A return gives the number of school buildings as 16, an increase of 7 since the report of 1877. Number of sittings, 3,592; number of school rooms, 88. Of the 73 teachers employed, 65 were females. Estimated value of school property, \$186,800. The whole 200 school days were taught without any diminution because of holidays.

Quincy reports 253 more scholars in the public schools than in 1877, and 150 more sittings. The school property was estimated to be worth \$215,000, a decrease of \$2,000 since 1877. The cost for each pupil, based on average daily attendance, was less than in any previous year, being only \$15.63. It was found necessary to add new rooms to one of the school buildings to accommodate the increase of pupils and still another building will have to be enlarged. The number of pupils in German being less than in the previous year, it was determined to confine the instruction to grades above the fourth. Swinton's Language Lessons was satisfactorily introduced in the lower grades. A teachers' institute which met during the year enrolled 55 teachers. From the topics suggested at some of the meetings good practical results followed.

Rock Island sends no printed report. A return gives the same number of school buildings as last year and an increase of 150 sittings, making 2,150. Of these, 1,400 were for primary, 600 for grammar, and 150 for high schools. The superintendent estimates the enrolment in private and parochial schools at 500 during the year. The estimated value of school property was \$110,250, a decrease of \$2,350 since the last report.

Springfield, in its printed report for 1878, gives an increase of over 200 pupils, with 91 fewer cases of tardiness, a gain of 217 in the registered number, of 184.5 in average number belonging, and of 195.9 in the average number attending. The books in which permits for reëtrance are recorded show within nine years a great advance in the important matter of attendance. Improvement in methods for securing good conduct without resorting to severe measures was marked. As in 1877, there were still 8 grades below the high school and a 4 years' course in that. The examinations for promotion were carefully conducted, and in the sixth, seventh, and eighth grades were made as thorough as possible, while the high school examinations show this to have been the most satisfactory year in the history of the school. During the year a new school was opened, with an average attendance for the year of 151 pupils. A series of lessons in drawing was given to the teachers at their institute meetings, and much interest was manifested.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

In the State report for 1877 and 1878, the purpose of the normal schools is said to be at once to create a demand for better teachers and to supply that demand. In the *State Normal University*, at Normal, thorough instruction is given in the elements of subjects required by law in the public schools. The principles of these subjects, as well as facts and phenomena, are taught. The higher branches, such as ancient and modern languages and the natural sciences, are also attended to. The students are trained to realize that teaching is a work worthy of the highest powers of body, mind, and heart. They are taught a knowledge of the human mind, its action and growth; the principles that underlie good methods of instruction, and the methods to which these principles lead; the economical management of schools, and the practical government of them. Acquaintance with these things is acquired under the guidance of experts. Teachers are thus fitted for their work "by attention to the matter to be taught, the nature of that which is to receive instruction, and the principles and

¹ According to a return, 2,945.

methods of good work in teaching and managing schools." The reports from different sections indicate that the work just outlined is what is needed for normal schools. Since the establishment of the university, in October, 1857, 4,374 students have entered the normal department and 321 have graduated, 302 of whom are known to have taught. The teaching is, however, not confined to graduates, as 930 students, since October, 1877, have occupied positions as teachers. The number of students in the fall term of 1878 was 425, of whom 242 were in the normal department. In accordance with an act of the legislature of 1877, the Illinois Museum of Natural History was changed into a State Laboratory of Natural History. The collections, which occupy a large room in the State house, embrace about nine thousand classified specimens, to which numerous additions are constantly being made. An important feature of the work of the new laboratory and museum consists in the encouragement given to the study of natural history throughout the State by supplying duplicate specimens to schools and colleges at greatly reduced rates.—(State report for 1877 and 1878.)

The *Southern Illinois Normal University*, Carbondale, reports for 1878 that in the four years since its establishment 1,081 students have been enrolled, 221 of whom are now in the school, and 22 only have fully completed the course of study and have received diplomas. Of those who took a partial course, 511 have done good work in the schools of the State, and have by their systematic teaching more than repaid all the expenses which the Commonwealth incurred in the founding of the university. Of the students enrolled, 468 have fulfilled all their obligations, 490 have received free tuition, and 468 have done better school work than if they had not received normal training. The number of normal students for 1877-'78 was 211; of other students, 209.—(State report for 1877 and 1878 and return.)

Cook County Normal School, at Englewood, had 189 normal students in 1878, and 82 other students. There were 2 departments, a normal and a training school, the normal students being required to practise from five to twenty days in the training school, under the supervision of critic teachers. The course of instruction is of 3 years; high school graduates, however, can finish it in 2 years.—(Catalogue and circular for 1878 and return.)

Peoria County Normal School, Peoria, had 90 normal students and 3 resident instructors.—(Return for 1878.)

The *Northwestern German-English Normal School*, Galena, had 100 students for 1878, of whom 77 belonged to the normal department, 3 resident teachers, and 7 graduates, 6 of whom engaged in teaching.—(Return, 1878.)

The *Morris Normal and Scientific School*, organized in September, 1878, has 4 courses of study, a normal of 2 years, scientific, commercial, and college preparatory. There were 206 students, 50 of them normal.—(Prospectus and return.)

The *Evangelical Lutheran Teachers' Seminary*, Addison, reports for 1878-'79 a normal and a preparatory course. In the normal department there were 2 classes, with 43 scholars; in the preparatory, 3 classes, with 79 pupils. Number of professors, 5; graduates, 19.—(Catalog, 1879.)

From the *Dover Normal School*, which had, in 1877, an attendance of 112 students, there is neither report nor return.

OTHER NORMAL TRAINING.

Besides the schools above mentioned, the following institutions in the State offer instruction to prepare for teaching: Ewing College, Ewing; Illinois Wesleyan University, Bloomington; Lake Forest University, Lake Forest; Monmouth College, Monmouth; Rock River University, Dixon; Shurtleff College, Upper Alton; Westfield College, Westfield; and Wheaton College, Wheaton.

TEACHERS' INSTITUTES.

Superintendent Etter, in his report for 1876-'77 and 1877-'78, says that institutes for the improvement of teachers were held in nearly every county of the State, and in many counties several times each year: 279 held in 1877 by county superintendents and 86 by other persons enrolled 8,010 attendants; 226 held in 1878 by county superintendents and 116 by other persons enrolled 7,491. In some counties almost all the teachers of the county were present during the entire session, and as this attendance of teachers is at great sacrifice of both time and money on the part of a class with whom both are scarce, the evidence of interest in their work and of desire to improve in it is thus shown very clearly. Besides the institutes, moreover, there appear in the report 675 other meetings of teachers for discussion of school topics in 1876-'77 and 391 in 1877-'78. The attendance on these, being generally voluntary, is not reported.

EDUCATIONAL JOURNALS.

The Educational Weekly of Chicago, loaded with local school news during 1878, still found room for many articles to improve and aid teachers in their work. The Practical Teacher, of the same city (monthly), labored usefully in the same field. Barnes' Educational Monthly, published simultaneously in Chicago and New York, also did much good work throughout the year.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report makes note of 103 high schools in 1876-'77 and of 128 in the following year, but it gives no statistics of the attendance on them. Belleville, Chicago, Danville, Decatur, Jacksonville, Quincy, and Springfield are the only cities that have furnished this Bureau any definite account of high school attendance for 1877-'78. These show an aggregate of 2,302 pupils enrolled and of 1,842 in average attendance. Of this number, 1,287 were in daily attendance at the high schools of Chicago, out of 1,598 enrolled there. In that city, 3 division high schools have courses which cover 2 years and embrace English studies, with German and Latin optional, the last having been introduced as an optional study at the beginning of the last school year. These division high schools comprise the ninth and tenth grades of the city school system and two additional years in the central high school, the eleventh and twelfth grades. This central school has an independent 3 years' classical course, besides a 2 years' course for graduates of the division schools who wish to continue their studies for that additional length of time.

The Jacksonville report contains an able argument in favor of the high school. On the petition of 320 citizens, the question of continuing it as a part of the city system was submitted to a vote of the people. The result was decisive, only 293 ballots out of 1,973 being cast against its continuance.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools, see Tables IV, VI, and VII of the appendix following; for summaries of these, the report of the Commissioner preceding. For preparatory departments of colleges, see Tables IX and X.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The Illinois Industrial University, at Urbana, combines the characteristics of a State university and a State agricultural and mechanical college. The university is composed of four associated colleges, each with a special faculty and each subdivided into schools, but all under one general government and with one common endowment. Three of its colleges, being scientific, ally it with the scientific schools of Table X, and give it a predominantly scientific character; but the fourth, the college of literature and science, with the requirements and course of the better class of such colleges, allies it also with the literary institutions devoted to the superior classical instruction of our youth. The faculty of this college consists of 12 professors and instructors besides the regent, who heads it in common with the other colleges. Its course is of 4 years for the degree of B. L. in the school of English and modern languages, which carries its students only into Livy in Latin, substitutes French and German for Greek, and pays special attention to English literature and Anglo-Saxon in the closing year. The course in the school of ancient languages for the degree of B. A. is also of 4 years, and corresponds with the customary collegiate classical course. A school of military science, one of commerce, and one of art and design, with a musical department, all additional to the schools of the four colleges, afford advantages for training either connected with or independent of that furnished in the colleges. Statistics of this university may be found in Table X of the appendix following. For those of the 26 other universities and colleges, with their names, post offices, and religious denomination, see Table IX of that appendix, and a summary of it in the report of the Commissioner preceding. All the 26 have preparatory courses of 1 to 3 years, and substantially classical collegiate courses of 4 years. As respects thoroughness, however, there are wide differences: one college undertakes to do all its collegiate work with only 2 professors, another with only 3, while most present an ample teaching force, not merely for their present corps of students, but for all that they can probably gather for some years to come. A few court attendance by promises of easy courses; others evidently keep in view good quality rather than large quantity in attendance, giving full courses without intimation of abatement, and Shurtleff College announces in its circular that "Under no circumstances is the standard of scholarship lowered to suit the demands of those who are content with less attainments than are herein required. High scholarship, rather than great numbers, is the practical aim of the college government." About half the colleges have arrangements for teaching music, drawing, and painting in connection with or besides the college course; 1 has a special department of industrial art; 3 add courses in literature to the other courses; and 1 undertakes to meet a need by the institution of non-resident as well as graduate courses.—(Catalogues and circulars.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Twenty out of the 26 universities and colleges above referred to admit young women to their courses on equal terms with young men. The same is true of the State Industrial University. Lincoln University also has a ladies' special course. Knox College, Lake Forest University, and the Northwestern University have high class schools for young ladies connected with them, besides admitting women to their recitations. For the names, location, and statistics of all other schools of this kind reporting for 1878, see Table VIII of the appendix following, and a summary of it in the report of the Commissioner preceding. The number of female students in the colleges before named can be found in Table IX.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The colleges of agriculture, of engineering, and of natural science connected with the Illinois Industrial University, at Urbana, alike from their alliance with the State and from their ample buildings, apparatus, and endowment, lead the list of scientific schools in Illinois and furnish abundant means of instruction in their several lines.

Scientific courses of 2, 3, or 4 years are also arranged in all the colleges and universities within the State, except 5 which are largely under foreign influences and one other (Abingdon) which has recently dropped this department. The main difference in most cases, however, between these courses and the older college course is the substitution of modern languages for either Latin or Greek, or both, with some exchange of scientific for literary studies. A few of the better colleges are evidently aiming to give larger and more specific training in the natural sciences: the University of Chicago, for example, having a special course in chemistry and opportunities for large instruction in astronomy through its well furnished Dearborn Observatory; the Illinois Wesleyan offering graduate courses in mathematics, natural science, philosophy, and political science, in addition to its regular scientific course; and one or two others adding scientific field study to the usual museum and laboratory work. In 1878 Lake Forest University added a year to its scientific course, making it 4 years. It added also a philosophic course, which substitutes German for the Greek of the classical course. An English course was another addition. Rock River University reduced its scientific course from 4 to 2 years.—(Catalogues and circulars.)

For statistics of the Industrial University, see Table X of the appendix following; for those of attendance on the scientific courses of other institutions, see Table IX.

THEOLOGICAL.

Instruction for the ministry in 3 year courses, meant to be additional to a collegiate course, is given at Chicago in the *Chicago Theological Seminary* (Congregational) and in the *Presbyterian Theological Seminary of the Northwest*; in the neighborhood of the same city, in the *Baptist Union Theological Seminary*, Morgan Park, and in the *Garrett Biblical Institute*, Evanston; at Mendota, in the *Wartburg Seminary* (Evangelical Lutheran); at Upper Alton, in the *Theological Department of Shurtleff College* (Baptist); at Carlinville and Lincoln, in like departments of Blackburn University (Presbyterian) and Lincoln University (Cumberland Presbyterian);¹ and at Springfield, in a *Practical Preachers' Seminary*, which has at least a synodical connection with Concordia College, Fort Wayne, Ind. (Evangelical Lutheran). In the first 6 of these there is, in default of a collegiate diploma, an examination for admission. In the remaining 3 there is no evidence of such an examination being regularly required.

Like instruction in 2 year courses is given at *Augustana Theological Seminary*, connected with Augustana College, Rock Island (Lutheran), in the *Bible Department of Eureka College*, Eureka (Christian), and in the *Union Biblical Institute*, connected with Northwestern College, Naperville. In courses less determined, and apparently in close association with collegiate studies, it is offered at the *Illinois Wesleyan University*, Bloomington, and *McKendree College*, Lebanon (both Methodist Episcopal), as also at *St. Joseph's Ecclesiastical College*, Teutopolis (Roman Catholic).

For statistics of theological schools reporting in 1878, see Table XI, and a summary of it in the report of the Commissioner preceding.

LEGAL.

Training for legal practice is imparted in 2 year courses at the *Bloomington Law Institute*, Bloomington, a department of the Illinois Wesleyan University; at the *Union College of Law*, Chicago, a department of the University of Chicago and of the Northwestern University, Evanston; and at the *Law Department of McKendree College*, Lebanon. At none of these was there any examination for admission in 1878, except to advanced standing. For statistics of that year, see Table XII of the appendix, and a summary of it in the report of the Commissioner preceding.

¹ Lincoln University makes provision for a graduate theological course, in addition to the regular one.

MEDICAL.

The Illinois schools of medicine and surgery, all at Chicago, were, in 1878, the *Chicago Medical College*, a department of the Northwestern University, Evanston, the *Rush Medical College*, and the *Woman's Hospital Medical College*, "regular;" the *Bennett Medical College*, eclectic; *Hahnemann Medical College*, homœopathic, and the *Chicago Homœopathic College*. The first named of all these—the pioneer in the advancement of the standard of medical training in this country—has the highest requirements for admission, demanding either a diploma from a college, scientific school, high school, or academy, or the satisfactory passage of an examination in the common English branches of education, including the first series of mathematics and the elements of the natural sciences. It has a 3 years' graded course of study, examinations in which are required and certificates of progress given at the end of the junior and middle years, with a final examination for the degree of M. D. at the end of the senior year. In its demand of a good English education as a qualification for medical study, it is followed by the *Woman's Hospital Medical College*, though the standard here is not quite as high. This college and the *Chicago Homœopathic College* follow also in the institution of 3 years' graded courses, which, however, are recommended only, not insisted on. Essentially the same in this last position stands the *Rush College*. The others have the usual standard for graduation, full age, fair character, 3 years' study (2 of them on full lecture courses), a satisfactory standing in the final examination, an accepted thesis, and the payment of the customary fees. All those that have others of the same school of medicine as rivals are evidently looking to higher standards and better methods of instruction, but wait for a general movement in this direction before making these obligatory. The 2 homœopathic colleges admit women; the others are for men only.

The *Chicago College of Pharmacy* aims to assist those who desire to pursue pharmacy as a profession. Its curriculum embraces chemistry, pharmacy, *materia medica*, with toxicology, botany, and laboratory work. Its requirements for graduation are similar to those of the medical colleges, with the addition of 4 years' experience in a dispensing store under some qualified pharmacist. For statistics of this and of the medical schools, see Table XIII of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Illinois Institution for the Education of the Deaf and Dumb, Jacksonville, in its nineteenth biennial report, states that on September 30, 1877, there remained upon its rolls 484 pupils out of a total of 500 taught during the preceding year; and that to September 30, 1878, there were 68 more admitted and 36 graduated and discharged, leaving 516 on the rolls. These were under 15 teachers in the literary department, 3 in that of articulation, 2 in that of art, 3 in the domestic, and 6 in the industrial, besides the superintendent and 10 other employés. The industries taught, in addition to the elements of a good English training and instruction in articulation and art, were farming and gardening, cabinet making, shoemaking, printing, domestic work, and superintendence of engine and machinery; and the whole cost for all this training, with board, medicine, medical attendance, text books, and incidentals, had amounted to only \$209.79 per capita during the year. Through the bounty of the State a large new building had been erected within the year, affording much better accommodation and appliances for instruction in industrial pursuits. The building previously used for this purpose had been altered at comparatively slight expense into a dormitory and school room for the younger boys, who formed a quasi Kindergarten. During the last year the superintendent visited a number of European institutions for the deaf and dumb with a view to ascertain what advantages they possessed over the American ones. His conclusion was that the best system for the relief of this class of unfortunate and defective members of society is to be found in America, and that the Illinois institution is certainly one of the foremost in the world.

The Chicago Day School for Deaf-Mutes is noticed under City School Systems.

EDUCATION OF THE BLIND.

The fifteenth biennial report of the Illinois Institution for the Blind, Jacksonville, shows a total attendance of 96 and an average of 85.5 for the year ending September 30, 1877, and for that ending on the same day, 1878, a total attendance of 127, with an average of 107½ under 9 instructors in 1878. From the literary department 6 graduated in 1877 and 3 in 1878; from the industrial, 4 in 1877 and 6 in 1878. The latter received certificates of proficiency in the trades they had been taught, and are thus often enabled to secure remunerative occupation. Two instances of decided success in this line are mentioned in the report, one for each year. With much good work done, there yet appears to be from the report great need of improved buildings and appliances in order to secure greater success in instruction.

EDUCATION OF THE FEEBLE-MINDED.

The superintendent of the Asylum for Feeble-Minded Children, at Lincoln, states in the printed biennial report for 1877 and 1878 that the interests of the asylum were signally advanced during the two years and that the progress of the pupils was very encouraging. The education furnished included not only the simpler elements taught in common schools, but a course of training in the more practical matters of everyday life. The number of pupils was 146 during 1877 and 310 during 1878. Of these latter, 110 were temporarily absent or discharged, leaving 200 present at the end of the year. There were 14 teachers, a superintendent, and other officers in charge of the children.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, at Pontiac, in the biennial report for 1877-'78 states that nearly all the boys are advancing rapidly in all branches of study. Three of them are getting ready for college, and are progressing in the languages, while 1, whose time expired 3 years ago, is now in the second year of college, preparing for the ministry. The inmates, numbering 192 on September 30, 1878, in addition to their schooling, work 6 hours a day in manufacturing shoes (by hand and by machinery), in farming, cane seating, tailoring, and other industrial pursuits. On Sunday there are Sunday school exercises in the forenoon and chapel services in the afternoon, while 25 minutes daily are given to devotional exercises. The library contains 700 volumes, and in the reading room there are 15 weekly newspapers. A new and long needed family building was finished in June, 1878.

From the *Chicago House of Correction* the Bureau has neither report nor return for 1878, but in a report for 1877 the number of inmates is given for the year as 6,551. It is not stated in the report whether any school training is given, but the employments were brick making, cane seating, stocking making, and other industrial occupations. In addition to this institution, there are in the city 2 Roman Catholic reform and industrial schools, from which there were no reports for 1878.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-fifth annual meeting of the State Teachers' Association was held in Springfield, December 26 and 27, 1878. Governor Cullom welcomed the association in an address in which he exalted the teacher's calling and pleaded the necessity of a compulsory law in education. President Allyn, of the Southern Illinois Normal School, in his annual address, discussed "The educational problem, infant and adult," and spoke of the limitations to education caused by the short time allotted to study. He called attention to what the people expect the schools to accomplish, and cited with approval Milton's definition of education: "I call therefore a complete and generous education, that which fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war." In his own opinion schools are to assist the community to make all its children learned, wise, skilful, moral, law abiding, and enterprising citizens. The question arises, How far do they effect this? and the answer is that they keep alive in the minds of the people and the hearts of youth the idea of the value of learning and all the methods of obtaining it; they afford a common rallying point for all who love knowledge, fusing hearts and melting minds into one community of interest, suggesting the perusal of books, and creating aspirations for a common calling and character. The million school officers learn something of the duties of authority and responsibility, and the eight million children gain knowledge, accuracy in doing each duty, a vast deal of order and discipline, and also imbibe an ambition to rise by worth alone. To the question, What can be done to improve the schools? the answer was: The two principal measures are infantile or Kindergarten training, and for young men a university education; then the constant change in teachers must be remedied and there must be more moral educators. With the education stopping at 14 years of age, the character is left imperfect, and an opportunity for good reading and for a thorough drill in some industrial calling should be given. Dr. Willard, of the Chicago High School, was next heard on "How to systematize English orthography." He advocated a spelling reform because the present system is irrational and injures the reasoning powers; because so much time has to be given to reading and spelling that years are wasted, and thus great hindrances are placed in the way of acquiring knowledge; because reform will improve the pronunciation, and because our bad spelling prevents the spread of the English language among other nations; because one-sixth of all our writing and printing is superfluous and the etymology of our language is obscured. Professor Brownless, of the Southern Normal University, expressed similar views. A committee of five was appointed, with instructions to report on the spelling reform at the next annual meeting. Mr. J. M. Crow, of Elmwood, then read a paper on "Practical lessons for American teachers, drawn from the German school system." The afternoon

session was occupied by President Hewett, of Normal, on "County institutes;" by Mr. George Howland, principal of the Central High School, on "What they will want; or, the power of education;" and by a discussion between Mr. Gastman, of Decatur, and Hon. J. P. Slade, superintendent of public instruction, on "How can examinations for teachers' certificates be so arranged that special work may be encouraged?" Prof. M. L. Seymour, of the Northern Illinois Normal, read and illustrated a paper entitled "Practical thoughts about chemistry;" then followed a discussion between Messrs. Haight and Harris, superintendents of schools at Alton and Jacksonville, on "Compulsory attendance at school." In the evening, Dr. J. B. Angell, president of the University of Michigan, delivered an address on "The reflex influences of the teacher's profession." On the following day the programme was continued by the reading of a paper on "The classics in our high schools," by Prof. J. C. Freeman, of the University of Chicago, and N. C. Dougherty, of Peoria. Prof. J. B. Roberts, principal of the Indianapolis High School, presented an interesting paper on "The what and the why." Mr. Loomis, of Chicago, spoke of some important principles of school law in a paper which was referred to the proper committee. At the afternoon session, Prof. S. H. White, chairman of the committee on examinations, submitted a report, which was adopted, of the result of the competitive examinations held under the auspices of the association last year. A further committee was appointed. Miss Mary A. West, superintendent of schools of Knox County, read an able paper on "Country schools," and Prof. Lou C. Allen, of the Illinois University, one on "What shall we teach our girls?" The treasurer's report and that of the committee on nominations came next. The evening was devoted to a lecture on the common school system, by Mr. Rickoff, superintendent of the Cleveland public schools. The association then adjourned, to meet at the call of the executive committee. — (The Educational Weekly.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. SLADE, *State superintendent of public instruction, Springfield.*

[Term, 1879 to 1883.]

INDIANA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	683,519	687,304	3,785	.....
Colored youth of school age.....	11,187	11,849	662	.....
Whole number of school age.....	694,706	699,153	4,447	.....
White youth in public schools.....	491,975	505,054	13,079	.....
Colored youth in public schools.....	6,751	7,481	730	.....
Whole enrolment, white and colored..	498,726	512,535	13,809	.....
Average daily attendance of both	298,324	315,893	17,569	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Districts in which schools were taught	9,289	9,346	57	.....
Districts in which no school was taught	36	34	.....	2
Whole number of school districts <i>a</i> ...	9,325	9,380	55	.....
Schools for colored children.....	110	130	20	.....
District graded schools.....	344	896	552	.....
Township graded schools.....	164	151	.....	13
Average time of schools in days.....	128	129	1	.....
Public school-houses.....	9,476	9,545	69	.....
Value of school-houses, grounds, and furniture.	\$11,113,724	\$11,282,249	\$168,525	.....
Value of apparatus.....	263,006	254,398	.....	\$8,608
Whole value of school property.....	11,376,730	11,536,647	159,917	.....
School-houses built within the year...	413	411	.....	2
Value of school-houses built within the year.	\$611,739	\$424,304	.....	\$187,435
Private schools in public buildings...	732	618	.....	114
Male teachers in such schools.....	223	238	15	.....
Female teachers in such schools.....	543	436	.....	107
Pupils enrolled in such schools.....	12,306	13,516	1,210	.....
Average daily attendance in such schools.	8,602	9,087	485	.....
TEACHERS AND THEIR PAY.				
White male teachers in public schools.	8,047	7,977	.....	70
White female teachers in public schools	5,432	5,699	267	.....
Colored male teachers in public schools	62	62	.....	.....
Colored female teachers in public schools.	33	43	10	.....
Whole number in public schools.....	13,574	13,781	207	.....
Average monthly pay of men in country	\$39 80	\$38 20	.....	\$1 60
Average monthly pay of women in country.	35 20	33 80	.....	1 40
Average monthly pay of men in towns.	61 60	61 80	\$0 20	.....
Average monthly pay of women in towns.	38 20	36 60	.....	1 60
Average monthly pay of men in cities..	81 80	81 20	.....	60
Average monthly pay of women in cities.	45 20	45 80	60	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$4,873,131	\$4,591,968	.....	\$281,163
Whole expenditure for them.....	4,673,766	4,651,911	.....	21,855
SCHOOL FUND.				
Amount of available school fund.....	\$8,842,291	\$8,893,524	\$51,233	.....

a The districts here are not determined by local boundaries, but by the families sending their children to a particular school, except in cities and incorporated towns.

(Biennial report of Hon. James H. Smart, State superintendent of public instruction, for the two years ending August 31, 1878, with returns from the same for income, expenditure, and school fund.)

STATE SCHOOL SYSTEM.

OFFICERS.

The general officers are a State superintendent of public instruction and a State board of education. The superintendent is charged with the general administration of the school system; the board (including the superintendent as a member, with the governor and 6 prominent school officers) serves him as a council of advice in matters arising under his administration, especially in determining to whom State teachers' certificates may be given.

The local officers are a county superintendent of schools for each county, a township trustee for each township, boards of school trustees for each incorporated town or city, and a school director for each district school in a township. The township trustees and school trustees of towns and cities constitute in each county a county board of education, with the county superintendent as chairman. This board meets semi-annually for consultation as to school matters, and has power to prescribe text books, to be used three years, for any town or township in the county.¹ School boards in cities settle that matter for themselves.

OTHER FEATURES OF THE SYSTEM.

The means for the support of common schools come from the interest on a large common school fund belonging to the State and on a congressional township fund belonging to the counties; from a State tax of 16 cents on each \$100 and of 50 cents on each taxable poll; from the fines and forfeitures and unclaimed fees which flow into the treasury; from local taxes, not to exceed (except in Indianapolis) 25 cents² on each \$100, with as much from each taxable poll; and from the proceeds of local liquor licenses. All this is for tuition purposes alone. For the expenses connected with school buildings, a further local tax of 50 cents³ on \$100 and \$1 on each poll is allowed. The State apportionment in aid of local funds amounts to nearly \$2,000,000 annually. This is distributed to the counties on the basis of the number of children of school age to be provided for, and this number is ascertained by an annual census taken by the trustees of townships, towns, and cities. To receive their share of this apportionment, the schools must have licensed teachers, must be taught in the English language, and must make regular reports to the proper officers. Private schools may be taught in public school-houses when the public school is not in session, provided that the teacher engages to report in writing to the school trustee the attendance of teachers and pupils and the cost of tuition. Teachers must attend the institutes held monthly or oftener in their townships, and are expected to be present at the one to be held at least annually by the county superintendent of their county. The minimum subjects of instruction in the schools are spelling, reading, writing, arithmetic, geography, English grammar, physiology, history of the United States, and good behavior. School authorities shall not compel teachers in the public schools either to exclude the Bible or to use it. The law makes 5 days a school week, 20 days a school month, and 3 months a school term.

GENERAL CONDITION OF THE SYSTEM.

The statistics given by Superintendent Smart and the general tenor of his report show an encouraging advance in 1877-78. The increase in enrolment in public schools was more than 9,000 higher than the increase in persons entitled to instruction; the average attendance was over 13,000 greater. As there was a corresponding increase in the enrolment and attendance in private continuations of the public schools, it is evident that the schools have been made more attractive and that the value of the teaching in them is more appreciated than it was. An increase of 57 in the number of districts in which schools were taught, of 52 in the number of district graded schools, of 69 in number of school-houses, and of 207 in the number of teachers, are facts which show that fair provision was made to meet the enlarged attendance and give pupils the accommodations and advantages required. The superintendent shows that these advantages are given, too, at little more than half the cost of the private schools held in the same school-houses, although the latter are generally ungraded and limited to only English branches, while in the public schools the cost of graded and high school instruction is taken into the account.

A UNIQUE REPORT.

The report from which the preceding information comes is, like a preceding one from the same hand, a model of its kind, bristling with statistics illustrative of almost every point in the school system, and these illustrated again with maps which show

¹ A law passed in the spring of 1879 continues the use of any text books for the time for which they were adopted, but after that all adoptions must be for ten years, unless a unanimous vote of the board shall make a change at some other time.

² To be reduced in 1879 to 20 cents.

³ To be reduced in 1879 to 35 cents, which may, however, be increased by indebted corporations to 50 cents, in order to pay their debts.

the proportionate condition of the several counties, and with diagrams which present distinctly to the eye the growth of the schools, the proportion of children of school age to the population, the relative importance of the several city systems, the proportionate number of school children in the different counties, and the proportion of children enrolled in schools to school population; a final diagram shows how much the daily absenee affects the efficiency of the schools. Then, instead of leaving county superintendents to make whatever discursive remarks they please on the school system, the superintendent assigned to each of a considerable number of them a practical theme, and we get the result of this arrangement in a set of brief and well prepared discussions on supervision of schools, examination of teachers, work of county boards of education, methods of conducting institutes and managing school libraries, of grading schools, of securing good attendance, and so on. Superintendents of cities, too, give synoptical histories of the origin and growth of the school systems in the cities they severally represent.

SCHOOL LIBRARIES.

The whole number of volumes in township libraries to which teachers and pupils in the public schools have access is given as 233,542 in 1878; the number taken out during the year as 281,439; the number added in the year as 6,388. These libraries, rightly used and managed, may do much to improve the schools.—(State report.)

COUNTY MANUAL.

A convenient county manual, containing lists of the school officers and teachers, with the place of their employment, the rules and regulations of the schools, and the needful information as to examination of the teachers, is as much a desideratum in its way as a good State report. Such a manual, prepared by Superintendent A. C. Goodwin, of Clark County, Ind., has been sent to this Bureau as a specimen of what may be done in this line to unify a county school system. It contains, besides the things above mentioned, a full course of study for the graded schools of the county, and, like a kindred manual by the superintendent of Clarion County, Pa., deserves extensive imitation.

KINDERGÄRTEN.

For full information respecting schools of this class reporting for 1878, see Table V of the appendix following, and the summary of it in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

The general law is that the common council of each city shall, at the first regular meeting in June, elect 3 trustees to form the school board of the city, and annually thereafter elect 1 for a term of 3 years, in place of 1 to be retired each year. Indianapolis, under a special law, has a board of 11 members, elected by the people. Each city, as a rule, has a superintendent for its schools, elected by the school board and serving as its agent. Indianapolis has also 2 assistant superintendents and a superintendent of school buildings and grounds.

STATISTICS.*a*

Chief cities.	Population.	Youth of school age.	Enrolment.	Average attendance.	Number of teachers.	Expenditure.
Evansville	30,573	12,888	5,113	.....	115	\$102,686
Fort Wayne	24,194	11,306	3,372	2,571	101	58,678
Indianapolis	97,744	25,127	12,229	9,400	198	205,487
Jeffersonville	9,664	2,911	1,551	.....	28	19,085
Lafayette	16,080	6,114	.....	.....	.....	.....
La Porte	11,581	3,364	.....	.....	.....	.....
Logansport	15,199	4,021	1,743	1,139	31	31,732
Madison	15,369	5,372	1,700	1,580	42	49,816
New Albany	13,698	6,342	3,100	.....	56	.....
Richmond	12,036	4,454	2,142	1,602	45	48,470
South Bend	10,966	3,515	.....	.....	.....	.....
Terre Haute	23,761	7,665	4,032	2,858	76	52,677
Vincennes	9,497	3,392	.....	.....	.....	.....

a The cities given each contain upwards of 7,500 inhabitants out of a list of 37 cities in the State report. The numbers for population and youth of school age are from that table. The other figures are either from written returns or reports of the city superintendents.

ADDITIONAL PARTICULARS.

Evansville reports 14 school-houses, school property valued at \$501,800, a 12 years' graded course, and that school was taught 200 days in 1877-78. Its high school, or-

ganized in 1855, is said by the superintendent to have been of inestimable value to the city and the other schools. Placing before the pupils of the lower grades a higher standard of scholarship, it led them to do more and better work, and many families settled in the city for the advantages the school system offered. It has also furnished the city schools 65 per cent. of their teachers, 50 per cent. of the whole number of teachers being graduates of the high school.—(Superintendent Bloss, in State report.)

Fort Wayne, with 9 school-houses, rates its school property at \$224,650; had 195 days in its school term for 1877-'78; incorporates satisfactorily its colored pupils with the white in the schools; employs special teachers of music, drawing, writing, and reading, finding in improved results more than a compensation for the extra outlay; and has training classes to prepare teachers for its schools. Out of 101 teachers at the date of the report in the autumn of 1878, 53 had been prepared in these classes, a large proportion of the remainder coming from what was formerly known as the high school.¹ A long continuance of the same members in the school board and of the same teachers in the schools is said to have contributed much to the success of the school system in this place, which had also for two years the skilful services of the present State superintendent.—(Report of Superintendent Irwin, in State report.)

Indianapolis in 1878 had 25 public school buildings, valued its school property at \$939,127, had maintained its schools for 200 days, and reported a course requiring 12 years for its completion. Special teachers of music, drawing,² natural science, and German were employed, together with a principal of a city normal school. Connected with this school was a practising department in charge of 5 critic teachers, under the general direction of the superintendent and principal of the normal school. Since the fall of 1878, the city schools have had the supervision of Hon. Horace S. Tarbell, late State superintendent of public instruction in Michigan, he taking at that time the place of Superintendent George P. Brown, who for 4 years preceding had done much to systematize the course of instruction and improve the quality of the teaching force. (Report of Superintendent Tarbell, in State report.)

Jeffersonville reports 5 school buildings, valued (with sites, furniture, and apparatus) at \$60,100; a 12 years' graded course, and that school was taught 190 days in 1877-'78. It has 2 superintendents, the assistant to the principal of the high school supervising the schools of the eastern division of the city and the principal of one of the graded schools those of the western and colored schools. The president of the school board speaks favorably of the results of the arrangement.—(Report of president, in State report.)

Logansport, with 7 school buildings, valued its school property at \$180,000, and its schools were taught 200 days in 1877-'78. In the autumn of 1878, it abolished its colored school, admitting the pupils into the general classes and affording them all the privileges of its 12 grades on equal terms with the whites. Its schools are classed as primary, intermediate, grammar, and high. Many of its teachers are graduates of a training school which was maintained from January, 1875, to the close of the next school year, and then, for some unexplained reason, "set aside."—(Report of Superintendent Walts, in State report.)

Madison, in addition to the statistics of the table, makes return of 7 school buildings with 37 rooms for both study and recitation and 8 for recitation only. These buildings, with their sites, furniture, and apparatus, are valued at \$88,000.

New Albany, whose founders with unusual foresight provided as early as 1813 for a city school fund out of one-fourth of the proceeds of the sales of town lots, had in 1878 a public school system so generally popular that, except in some Roman Catholic parochial schools, it had no rivals. The schools were housed in 13 buildings, 10 of them brick and 3 frame, with sittings for 3,300 pupils, and were attended by the children of all classes of citizens. Three of the school buildings were for colored pupils. A high school which had been established in 1853 was in 1870 divided into 2 departments, one for boys and one for girls, the 2 occupying separate buildings. In 8 classes subsequently graduated, the girls numbered 143 and the boys 49. Of the former, 28 were teaching in the city schools at the date of the report; of the latter, 3 had held honorable rank at the West Point military school, while many others testify, by the respectable positions which they hold in the professions and in business, to the excellence of the instruction received in the high school.—(Report of Superintendent Jacobs, in State report.)

Richmond in 1878, according to a printed report, had 9 school buildings, with sittings for 1,679 pupils, and valued the sites and buildings at \$64,500, making no estimate for furniture and apparatus, though it reported 1,833 desks. Music entered into the instruction in the public schools and a special teacher was employed, with evi-

¹The schools are now designated as primary schools, intermediate schools, and a "central grammar school." This gives no nominal high school, but the report of the board for 1877-'78 says: "We intend that our grammar school education, in all the elements of real usefulness, shall not be inferior to that of any so called high school."

²An exhibition of the drawing work done in the city schools was held in the summer of 1878, at the rooms of the Indiana Art Association. The *Indiana School Journal* speaks highly of the quality of this work in its May number.

dence of much improvement. Two schools for colored children were maintained, besides 23 primary, 13 grammar, and 1 high school for whites. There were 8 grades in the primary and grammar schools, with 4 classes in the high school. In the high school, German and Latin come in the course, but the enumeration of pupils studying each branch shows none in these studies.

In 1878 *Terre Haute* owned and controlled 10 school buildings, containing 86 school rooms, with accommodations for 3,971 pupils. The course of instruction, several times rearranged, includes 8 years of work below the high school and 4 years more in that school. Besides the 8 branches required by law, it embraces vocal music in all the grades, drawing since 1871, German from the third year for such as wish it, and Latin, with higher English studies, and Greek as an elective in the high school. It is indicative of good financial management that at the date of the report the trustees were entirely free from debt and had in hand a clear fund of \$35,133.—(Report of Superintendent Wiley, in State report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

At the *State Normal School, Terre Haute*, the course of instruction includes the subjects required by law to be taught in the public schools, with such related ones as are essential to the education of a professional teacher. Those who enter with the minimum of preparation (which includes only reading, spelling, geography, arithmetic through percentage, and the ability to write a legible hand and to analyze and parse simple sentences) require ordinarily 8 terms, covering about 3 school years, to fully complete the course. For those with some experience in teaching and fuller preparation there is a shorter course, which may be completed in about half that time; while for such as can attend for only a single term and are qualified to receive it, there is, at the opening of each spring term, a special course in methods of teaching, organizing, classifying, and managing schools. The completion of the full course entitles the student to a diploma of graduation, which is equivalent to a State certificate. The completion of the second secures only a certificate, certifying to the facts of the case. Attendance on the special course has no mark of distinction assigned to it. The reported attendance for 1877-'78 was 450 in the normal school and 211 in the model school attached, total 661; different students for the year 1878, including the fall term, 592; different students since the organization in 1870, 1,855; graduates for the last scholastic year, 16; whole number of graduates, 87.—(Eighth annual catalogue for 1877-'78, ninth annual report for 1878, and written return.)

The *Northern Indiana Normal School and Business Institute, Valparaiso*, a private enterprise which has attained to great proportions, reports 924 normal students for the fall term of 1878; the *Central Indiana Normal School and Business Institute, Ladoga*, 100; the *Lagrange County Normal School, Lagrange*, 107. The *Elkhart County Normal and Classical School, Goshen*, reports no statistics. The *Central Indiana Normal School, at Danville*, an offshoot from that at Ladoga, under its former principal, is said, in the *Indiana School Journal*, to have had 150 students.

NORMAL DEPARTMENTS OF COLLEGES.

Some arrangements for normal training are announced by Bedford College, Bedford; Fort Wayne College, Fort Wayne; Indiana Asbury University, Greencastle; Union Christian College, Merom; Moore's Hill College, Moore's Hill; Smithson College, Logansport, and Wabash College, Crawfordsville; while at Purdue University a summer school of drawing gives teachers an opportunity to prepare to instruct pupils in that subject in the public schools.

TEACHERS' INSTITUTES.

To remedy the deficient preparation of many of the teachers and improve even the well prepared, both township and county institutes are provided for by State law, the former to be held at least once a month and the latter at least once a year. Attendance on township institutes is required under penalty of forfeiting one day's pay for each day's absence. Attendance on county institutes is encouraged by allowing the closing of the schools during the sessions of the institute. Of these temporary normal schools there were held, in 1876-'77, township institutes, 4,290; county institutes, 92; the former, of course, enrolling the great body of the 13,574 teachers, the latter securing an attendance of 11,824. In 1877-'78, the township institutes numbered 4,548, the county institutes 91, with an attendance of 12,385 upon these last.

It is greatly to the credit of the teachers of the State, that over and above this large improvement of the advantages provided for them by the State, great numbers of them in both years also attended private institutes of 3 to 12 and even 20 weeks' duration, though for tuition in these they had to pay. No less than 77 such institutes were held in the year ending June 1, 1877, with an enrolment of 3,790 and an average attendance

of 2,589. In the year ending June 1, 1878, there were 88, with an enrolment of 4,820 and an average attendance of 3,696.—(State report.)

TEACHERS' DEPARTMENT OF EDUCATIONAL JOURNALS.

Much valuable matter to aid teachers in their profession and to suggest improvement in various lines has appeared in the *Indiana School Journal*, a monthly published at Indianapolis as the organ of the State Teachers' Association and of the State superintendent of public instruction, and also in another monthly, *The Common School*, published at Bedford, under the supervision of a professor in the college there.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The law gives ample authority to trustees to "establish graded schools or such modifications of them as may be practicable, and to provide for admitting into the higher departments of the graded school * * * such pupils as are sufficiently advanced for such admission." It also provides for adding to the eight branches especially belonging to the primary and grammar grades "such other branches of learning and other languages as the advancement of pupils may require and the trustees from time to time direct." The elaborate State report for 1876-'77 and 1877-'78 shows that the authority first mentioned has been exerted, and that in the former year there were 508 district and township graded schools; in the latter, 547. The report does not state how many of these had high school grades, but on application to the State superintendent for some statistics of the high schools of the State, he very kindly sent out blanks of inquiry and from the returns received prepared the table, under the head of Secondary Instruction, in the report of the Commissioner preceding.

Interesting action was taken in 1878 by the school board of Indianapolis respecting its high school, the largest and most important in the State. A member of the board having introduced a resolution to inquire into the propriety of continuing the school, and, if it should be continued, of modifying the course of study in it, a committee was appointed to make the inquiry and report. This committee, after examining the subject, reported unanimously that the high school should be continued: (1) Because it is the poor man's college, enabling many whose means would not allow them to obtain elsewhere so good an education to fit themselves for teaching and other employments requiring a more thorough training than the district schools can give; (2) because the high school is a powerful incentive to pupils in the lower grades, who look forward to the time when they may be declared fit for admission to it to complete a course which otherwise they would have to leave at an earlier period; (3) because the existence of a first class high school takes even from the wealthy an excuse for patronizing private schools, and prevents an indulgence of the anti-republican idea that the better class of schools should belong only to the rich; (4) because such a school aids in preparing pupils for successful prosecution of those skilled industries on the improved management of which the prosperity of our people very much depends.

Some modification of the course was, however, recommended, in view of the fact that about half of those who enter never advance beyond the second year; and the report as a whole being accepted by the board, a 2 years' course for this class of pupils was resolved upon. The regular 4 years' course, which includes either Latin or German, will be continued, and parallel with it will run an English course from which students may graduate with equal honor.

As respects the courses of the high schools throughout the State, the *Indiana School Journal*, a most respectable authority, says (July, 1878) that there are not more than half a dozen that teach Greek. The reasons given for this are (1) the large expense involved in teaching it in proportion to the number that would study it; (2) the fact that most of those who graduate at high schools never go to college and consequently do not need Greek; and (3) the fact that the State university has for several years been admitting students to its freshman class without preparatory Greek, in order to secure fuller preparation in other directions for collegiate work.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Indiana University*, at Bloomington, still continues its system of linking the State high schools with itself by admitting to its freshman class, without examination, the graduates of such of them as are approved. The number of "approved schools" at the latest advices was 30. As before mentioned, the university has for several years

ceased to require Greek for admission to the studies of its first collegiate year, the aim being to thus secure a more thorough preparation in mathematics and natural sciences. The *Indiana School Journal* of July, 1878, states that Prof. Ballantine, former incumbent of the chair of Greek in the State university, who was at first opposed to this innovation, has borne testimony to the success of the arrangement as securing both more students for the classical course and quite as high a standard in Greek as was before attained. This improvement is to be attributed to the fact that in the university Greek is begun under better guidance than can usually be had in the high schools or academies, and that it receives during the collegiate course fuller attention than it had under the older plan. Oratory and elocution, too, are more cultivated than is usual in colleges, the fruit of which appears in the fact that out of four State oratorical contests the university students have on three occasions carried off the prize. Natural science, too, is specially fostered, and between this university and Butler University, at Irvington, there is a generous rivalry in devotion to this study, Indiana University having the advantage of extensive illustrative collections and Butler University sending out summer parties of students under professorial guidance for extended field observations in some of the most interesting parts of the country. Both these universities make tuition free.

The other universities within the State are Hartsville, Indiana Asbury, and Notre Dame. The colleges are Bedford, Concordia, Fort Wayne, Franklin, Earlham, Hanover, Moore's Hill, Ridgeville, Saint Bonaventure's, St. Meinrad's, Smithson, Union Christian, and Wabash. For the location, denominational connection, and statistics of them all, see Table IX of the appendix following; for a summary of their statistics, see a table of the same number in the Commissioner's report preceding. Of their courses, it may be said that Notre Dame added to its departments of study one in natural and physical science, and that Bedford, Earlham, Hanover, and Ridgeville follow the lead of the State university in omitting Greek from the studies preparatory to the freshman year, Earlham and Ridgeville going so far as not to take it up until the sophomore year. At Hanover, to bring the college as far as possible into harmony with the State system, students from high schools recommended by the State board of education are now received into the freshman class without examination, on bringing from the principals or superintendents certificates that they have sustained a satisfactory examination on the preparatory course of study or its equivalent. Tuition also, as at the State university, is made free.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

At Indiana, Butler, Hartsville, and Indiana Asbury Universities, and at Bedford, Earlham, Fort Wayne, Moore's Hill, Ridgeville, Smithson, and Union Christian Colleges young women are admitted to collegiate privileges in common with young men. For statistics of institutions specially devoted to the superior training of young women, see Table VIII of the appendix following, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Purdue University, Lafayette, the chief scientific school of the State, had in 1878 the following departments: (1) A preparatory academy, with the twofold aim of preparing students for the college course and of giving elementary scientific training to students unable to take that course; (2) a college of general science, intended to afford sufficient scientific instruction for all ordinary industrial pursuits and the duties of private life and citizenship; (3) five special scientific schools, for training in farming and gardening, in mechanics, in industrial art, in chemistry and physics, and in natural history. In its school of mechanics it proposes to adopt the Russian method of training students, first in actual mechanical work and then in mechanical engineering. In this the school of industrial art, under Professor L. S. Thompson, will render efficient aid, this school standing in such close relation to the others that nearly all the students receive instruction in drawing from the professor, who also had in 1878 a private summer school in drawing with 14 in attendance. The general course of the university covers 4 years; that of the special schools may be either parallel with this or additional to it. The progress in securing public confidence is shown in the rapid increase of the attendance, 67 students entering in 1875-'76, 139 in 1876-'77, 166 in 1877-'78, and 195 in the first part of 1878-'79.—(Register for 1878-'79.)

Earlham, Hanover, Moore's Hill, Ridgeville, Union Christian, and Wabash Colleges and Butler, Hartsville, Indiana, Indiana Asbury, and Notre Dame Universities all had in 1878 scientific courses as well as classical, these courses each of 4 years, except at Moore's Hill, where it is of 3 years. Bedford College devotes attention to natural sciences during the third term of the freshman class and the three terms of the junior and senior years. Notre Dame has a course in civil engineering in addition to its previous scientific course. Statistics as to the attendance on the scientific courses of

these institutions may be found in Table IX of the appendix following, and a summary of them in a corresponding table in the report of the Commissioner preceding. For statistics of Purdue University, see Table X.

Wabash College dedicated a new building for its scientific department at the opening of the fall term of 1878. It is called Peck Scientific Hall, in honor of Mr. Edwin J. Peck, of Indianapolis, who left the college \$20,000 for the building, in addition to \$120,000 said to have been previously given by him to the institution.—(Indiana School Journal.)

PROFESSIONAL.

Theological instruction was given in 1878, as in preceding years, in the theological departments or classes of Bedford College and Butler University (both Christian), Hartsville University (United Brethren), Indiana Asbury University (Methodist Episcopal), and St. Meinrad's College (Roman Catholic). The theological course in the last is of 3 years, and is prepared for through the curriculum of the college. In the others it runs *pari passu* with the collegiate course for 4 years at Bedford, 3 at Butler, and 2 at Indiana Asbury and Hartsville. The statistics of theological attendance are not generally separable from those of the colleges. Concordia College (Lutheran) sends its prepared candidates for a theological course to an Evangelical Lutheran "Preachers' Seminary," at St. Louis.—(Catalogues and reports.)

Legal instruction is given in the law school of Notre Dame University, the course covering two years; the examination for admission is in English only. The law department of Indiana University was suspended in 1877, and we have nothing to indicate that it has been revived.

Medical instruction was continued in 1878 in the Medical College of Evansville on the old plan of 3 years' study under the direction of a regular physician and attendance on two annual sessions at the college, or one elsewhere and one there. The Indiana Medical College, Indianapolis, conducted on the same plan as the one at Evansville, has for some time admitted women to its classes. In the spring of 1878 it closed its doors to them, not as opposing the medical education of women, but because of the difficulty of giving full instruction on many important points in mixed classes. This college and the College of Physicians and Surgeons of Indiana, Indianapolis, united in the summer of 1878 and together became the medical department of Butler University, at Irvington.—(Indiana School Journal, August, 1878.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Indiana Institution for Educating the Deaf and Dumb, Indianapolis, trains its pupils in the ordinary school studies and such students as have capacity for it in Bell's system of visible speech. For such as wish to qualify themselves for teaching, there is a 3 years' course in the sciences, beyond the ordinary 7 years' course. In addition to the school training, there is instruction in a variety of useful industries. Instructors and other officers, 27; pupils, October 31, 1878, 328.

EDUCATION OF THE BLIND.

The Indiana Institution for the Education of the Blind, also at Indianapolis, has a school course that embraces the usual branches of a good English education, a course that trains the pupils in the elements of vocal and instrumental music, and an industrial course that prepares them for useful labor in the families with which they may be connected and for self-support. Instructors and other officers in 1878, 15; pupils enrolled in the term ending with the summer of that year, 117; average attendance, 105.—(Report for 1877-'78.)

INDIANA HOUSE OF REFUGE, PLAINFIELD.

From this institution, which in 1877 had 339 inmates, no report has been received for 1878.

TRAINING IN ART.

The Indiana School of Art, at Indianapolis, gives instruction in free hand drawing, machine and architectural drawing, perspective, artistic anatomy, sculpture, figure, landscape, and decorative painting in oil and water colors, engraving, lithography, ceramic art, wood carving, and industrial art in general.

At Purdue University, besides the instruction in drawing given by the professor of that art during the collegiate term, there is a school of drawing open during the summer which aids in preparing teachers and scientists for more effective work in their professions.

EDUCATIONAL CONVENTIONS.

DISTRICT CONVENTIONS OF COUNTY SUPERINTENDENTS.

Arrangements have been made for holding these meetings in the several districts of the State to discuss matters connected with superintendents' work. The superin-

tendents of the "central eastern district of Indiana" met at Connersville, December 23 and 24, 1878. The subjects considered, doubtless typical of the class which will come up in all such meetings, were: "How to enlist township trustees in school work," "How to treat rejected applicants for licenses," "Monthly reports to county superintendents and to parents," whether teachers should be paid for time spent at township institutes, and whether they should be allowed the legal holidays.—(*Indiana School Journal*.)

INDIANA COLLEGE ASSOCIATION.

This association, formed in 1878 for the consideration of topics connected with the relations of the colleges to one another, to the schools from which their students are supplied, and to the general educational system, held its first formal meeting at Indianapolis, December 26-27, 1878. After an inaugural address by President Tuttle, of Wabash College, papers were read by previously appointed persons on "A recast of the American University," on "The auricular method in language," on "The present Goethe revival in Germany," and on "The importance of metaphysical studies." All these topics were discussed also by college officers previously informed of the topics on which they were desired to speak.—(*Indiana School Journal*.)

STATE TEACHERS' ASSOCIATION.

Instead of meeting as usual in Christmas week, the association met at Fort Wayne at the conclusion of the winter holiday (January 1-3, 1879) in the hope of thus securing a more general attendance. The president of the Fort Wayne school board welcomed the members in a speech in which the duties of teachers were dwelt upon, compulsory education was denounced, and a thorough public school training up to the highest point was urged, provided that it definitely aims to prepare for practical pursuits. After a brief response from State Superintendent Smart, who acted for the retiring president, Professor J. M. Bloss, president elect, delivered an inaugural address in which also thorough school training was urged as at once one of the best paying of all investments and as absolutely necessary to keep any people abreast of a fast advancing age. The business of the association was then entered on, the principal topics discussed being "Moral training in schools," by L. B. Swift, of La Porte; "A few points in the high school question," by W. A. Bell, of Indianapolis; "Science in the lower grades," by Dr. Chas. R. Dryer, of Fort Wayne; "What knowledge is of most worth?" by Principal H. B. Brown, of the Northern Indiana Normal School; "The best means of getting culture for the pupils out of the public schools," by Hon. George P. Brown, ex-superintendent of the schools of Indianapolis; "How can the country schools be graded to the best advantage of the pupils?" by Superintendent J. C. McPherson, of Wayne County; "To what extent can industrial technology be taught in the public schools?" by President E. E. White, of Purdue University; and "The reflex influence of teaching," by President J. B. Angell, of Michigan University. The papers, as far as reported, appear to have been practical and useful. That of Mr. Bell abundantly showed that, in Indiana at least, high schools are not conducted in the interest of the rich and at the expense of the poor, as has been often charged; for by statistics from 21 of the chief cities of the State he proved that of the parents sending children to the high schools 13 per cent. paid no tax at all, 36 per cent. paid on less than \$500, and 50 per cent. on less than \$1,000, only 8 out of 100 paying on \$10,000 or more. President Angell's address bristled with suggestions of the dangers to which teachers are exposed—such as of indulging indolence, of getting into ruts, of growing arrogant and self-conceited, of becoming despondent or reclusive—and then of the advantages of the profession, as furnishing stimulus to high personal development in mind and morals, and as enabling one to hold a ladder on which children may begin their climbing to infinite heights of learning and wisdom. Other papers and discussions, well worthy of attention, may be found in the numbers of the *Indiana School Journal* from February to May.

Before adjourning, the convention passed resolutions in favor of leaving the school system, now well established, to its natural and fair development, without hindrance from too frequent change in any line, and in favor of maintaining a public library within each school corporation, as vital to the growth of the highest intelligence among the people. Another, favoring steps towards a reform in spelling, awakened lively debate and was tabled by a small majority, many of the 213 members not voting on either side.—(*Indiana School Journal*.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. SMART, *State superintendent of public instruction, Indianapolis.*

[Third term, 1879 to 1881.]

IOWA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	567,859	575,474	7,615	.....
Enrolled in public schools	421,163	428,362	7,199	.....
Average attendance	251,372	256,913	5,541	.....
SCHOOL DISTRICTS AND SCHOOLS.				
District townships	1,086	1,119	33	.....
Independent districts	3,138	3,117	.....	21
Subdistricts	7,015	7,266	251	.....
Ungraded schools	9,948	10,218	270	.....
Graded schools	476	.....	.....	.....
Rooms in graded schools .....	.....	2,008	.....	.....
Average time of school in days	145.4	146.2	.8	.....
Frame school-houses	9,279	9,596	317	.....
Brick school-houses	671	650	.....	21
Stone school-houses	257	244	.....	13
Log school-houses	89	76	.....	13
Whole number of school-houses	10,296	10,566	270	.....
Estimated value of these	\$9,044,973	\$9,161,701	\$116,728	.....
Estimated value of apparatus	159,216	173,841	14,625	.....
TEACHERS AND THEIR PAY.				
Teachers licensed in the year	17,236	17,835	599	.....
Employed in public schools	19,866	20,584	718	.....
Number of men teaching	7,348	7,561	213	.....
Number of women teaching	12,518	13,023	505	.....
Average monthly pay of men	\$34.88	\$33.98	.....	\$0.90
Average monthly pay of women	28.69	27.84	.....	85
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$5,349,029	\$4,840,856	.....	\$508,173
Whole expenditure for them	5,197,426	4,692,538	.....	504,888
STATE SCHOOL FUND.				
Amount of available school fund	\$3,460,349	\$3,468,799	\$8,450	.....

(From report of State Superintendent C. W. von Coelln for 1877 and advance sheets of biennial report of the same containing statistics for 1878. Income and expenditure in both years are from returns to the Bureau of Education, as is also the amount of available school fund.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a State superintendent of public instruction; for the State university, a board of regents; for the State normal school, a board of directors.

For local school work there are: (1) A county superintendent of public instruction in each county; (2) a board of directors in each district township, and one with the same title in each independent district; (3) a subdirector in each subdistrict of a district township, the whole body of these forming the directors of the township; (4) a board of 6 high school trustees, with the county superintendent as member ex officio, in each county that may establish a county high school.

By a law of 1876, women were made eligible to any school office in the State, and several have served as school officers.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from the interest of State school funds, county taxes not to exceed 3 mills nor fall below 1 mill on the dollar, and district taxes not to exceed 10 mills on the dollar in any year for a school-house fund, \$5 a pupil for contingent fund, and (including the State and county funds) \$15 a pupil for a teachers' fund, the pupils reckoned being all of school age residing in the district. The apportionment is made to districts on the basis of the number of persons of school age in each, and the schools are free to all such. In each subdistrict there must be taught at least one school for not less than 24 weeks of 5 days each in every year. The teachers of such schools must hold legal certificates of qualification and keep daily registers of the attendance and branches taught in order to receive their pay. Industrial exhibitions, to consist of useful articles made by pupils, are encouraged by a special law.

GENERAL CONDITION.

The preceding comparative summary of statistics shows a decided progress in school affairs during the year 1878, as far as such progress can be indicated by figures. As the reports of the State superintendent are biennial and this is the off year, there is little additional to these statistics from which to form an idea of the general condition of public school interests.

There was a considerable increase in school population and a nearly equal one in enrolment; the increase in daily average attendance, though somewhat less, was fairly proportionate to the increase in enrolment. There were more teachers employed and more licensed. There was an increase in the number of school-houses, in their value, and in the value of other school property. The only important items of decrease are those of teachers' pay and receipts and expenditures for public schools; and in the first named the reduction was slight, being only 90 cents in the average monthly pay of men and 85 cents in that of women.

CITY SCHOOL SYSTEMS.

OFFICERS.

Cities and towns which have become independent school districts elect boards of directors. These are 3 in number when the population of the city is under 500 and 6 when it is more. Each board chooses a president out of its own number; boards also select a secretary and treasurer, who, in the larger cities, are not members of the boards. Where graded or union schools have been established, boards of directors may select a superintendent to have general supervision of them.—(Iowa school laws, 1876.)

STATISTICS.

	Population.	School population.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Burlington	a19,987	5,963	3,356	2,500	65	\$50,535
Council Bluffs	a9,287	3,128	1,545	929	28	30,080
Davenport	b25,000	8,888	4,979	3,421	85	80,869
Dubuque	b30,000	9,618	3,896	2,573	70	48,590
Keokuk	a11,841	5,657	2,509	.....	52	46,380
West Des Moines	a8,758	3,592	2,151	1,563	38	53,860

a Population of 1875.

b Estimated.

ADDITIONAL PARTICULARS.

Of the total enrolment in the *Burlington* public schools, 1,690 attended primary schools, 1,154 were in the grammar grade, and 236 in the high school. Statistics of the normal and evening schools are not given. The average annual salary of teachers in primary schools was \$406; in grammar schools, \$1,000 for men and \$405 for women. In the high school the principal received \$1,500; assistants, men \$1,100, women \$587.—(Return, 1878.)

The schools in *Council Bluffs* are classed as primary, grammar, and high; the first having 1,225 pupils; the second, 216; and the high, 104. Men teaching primary schools were paid \$500 annually, women \$469; men teaching grammar schools received \$750, women \$600; the principal of the high school and his male assistant received \$1,000 each, the woman assistant \$700.—(Return, 1878.)

At *Davenport*, primary, grammar, high, evening, and normal schools were in operation. Enrolment, primaries, 3,139; grammar, 1,327; high, 233; normal, 23; evening, 257. Length of session, 190 days. Number of teachers, 85, of whom there were three special, namely, in drawing, penmanship, and German.—(Return, 1878.)

The system in *Dubuque* comprises only primary, grammar, and high schools. In the first two grades there was an enrolment of 3,737; in the high school, 159. The pay of teachers ranges in primary schools from \$30 to \$40 a month; the principal of the high school receives \$1,500. The estimated attendance in private and parochial schools in 1878 was 1,700.—(Return, 1878.)

In *Keokuk* the schools are primary, grammar, and high. Enrolment in primary schools, 1,517; in grammar, 759; in high, 233. The pay of teachers in primary schools was \$475.

West Des Moines reports in primary schools, 1,408; in grammar, 505; and in high, 138. The salary of teachers in primary schools is \$575 a year; in grammar schools it is \$1,100 for men and \$618 for women; the principal of the high school is paid \$1,400 and his assistants \$700 each.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *State Normal School*, Cedar Falls, had an attendance during the year 1877-78 of 237 students, of whom only 88 had no experience in teaching. The school offers 3 courses of study: elementary, 2 years; didactic, 3, and scientific, 4. Certificates are given on the completion of the short course and diplomas for the full one. Tuition is free to teachers. Music, both vocal and instrumental, is taught, the instruction in vocal music being free.—(State report and normal school report.)

The *Eastern Iowa Normal School*, Grandview, a private institution, also presents 3 courses of study: (1) an elementary normal of 3 years; (2) an advanced normal and scientific of 2 (making 5 years in the full normal course); and (3) a business course of 2 years. Music, vocal and instrumental, is taught. This school was begun in 1874, and has grown steadily. Branch schools have been established at Lettsville and Kossuth, where, it is said, facilities for instruction will be afforded equal to those at Grandview.—(Fourth annual catalogue.)

Information comes from a private source that a new normal school, under the auspices of the Evangelical Lutheran Synod of Iowa, was opened at Andrew, Jackson County, October 1, 1878. It does not appear, however, in the State list of institutions for that year.

OTHER MEANS FOR NORMAL TRAINING.

In the *State university*, chair of didactics, Iowa City, the course of normal study covers 4 years. There were 21 enrolled in 1878, of whom 8 were women; 6 students graduated and engaged in teaching. After teaching two years successfully graduates receive diplomas and the degree of bachelor of didactics.—(Return.)

The *Iowa City Normal and Training School* is a summer school of 9 weeks' duration which enrolled 105 normal pupils in 1878. The full course comprises 3 summer terms.—(Circular.)

Whittier College and Normal Institute, Salem, comprises a normal department in its course of instruction and also provides summer normal institutes.—(Catalogue.)

There are also normal courses or departments connected with Algona, Amity, Cornell, Iowa, Norwegian Luther, Oskaloosa, Parsons, Penn, and Tabor Colleges, and with Iowa Wesleyan and Upper Iowa Universities.

TEACHERS' INSTITUTES.

The law provides that institutes shall be held annually in each county by the county superintendent. Of the 99 held in 1878, 40 continued in session four weeks; 31, three; 26, two; 1, five; and 1, six; the average being 3.19 weeks. The total attendance was 11,293, of whom 3,008 were men and 8,285 women.—(State report, 1878.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Provision is made in the law for the establishment of free county high schools in counties having a population of 2,000 inhabitants if a majority vote of the electors can be secured. Such schools are to be sustained by county taxes not to exceed in one year 5 mills on the dollar of taxable property, including expenses of building, or 2 mills when only teachers' wages and contingent expenses are to be provided for. Up to the close of 1878, however, that in Guthrie County, mentioned in the report for 1877, remained the only one.

A statistical table of graded schools in the State shows that with 73 graded there were 67 high schools in operation in 1877-'78. In these there was an enrolment of 5,537 students, and in 66 an average attendance of 4,408. The teachers numbered 143, of whom 79 were men and 66 women.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

The four departments of the State university are classed as collegiate, law, medical, and homœopathic medical; the collegiate embraces the classical, philosophical, and scientific courses, and apparently also the course in civil engineering. The educational corps of the collegiate department at the opening of the fall term of 1877 consisted of 16 professors and instructors. The students numbered 334, of whom 104 were women. Free tuition is given to two suitably recommended students from each county in the State and to all Iowa soldiers or soldiers' orphans.

The report of the president says that the experience of the institution has uniformly been favorable to the coeducation of the sexes; that their influence on each other in the acquisition of learning has been most beneficial as well as conducive to orderly habits. The presence of both sexes is considered "an invaluable feature" in restraining indecorum and an "incitement to every virtue." A decrease in the number of women students has occurred of late years, but this is ascribed to the fact that the accommodations for women in the university and in places for boarding are in some respects not equal to those for young men.

At a meeting of the regents in 1877 it was resolved to adopt the system of admitting to the freshman class on their diplomas and without further examination graduates of approved high schools. The plan was carried out as far as practicable in 1878.

All the 18 remaining colleges and universities send reports, either printed or written, for 1877 or 1878. All have preparatory departments or courses of 2 years and classical of 4; 15 have scientific courses, which in 10 cover 4 years; in 4, 3 years, and in 1, 1 year; and 1 adds a literary course of 4 years, while 4 have ladies' courses, 2 extending over the usual collegiate 4 years and 2 covering only 3 years. There are commercial or business courses in 6; English, in 4; normal, in 12; music, in 12; and fine arts, in 4.

For statistics, see Table IX of the appendix, and the summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural College, Ames, gives instruction in agriculture, mechanical and civil engineering, general science for women, and normal training. It offers besides a number of special courses. The full course of study covers 4 years. Tuition is free. Fifty-three of the 202 students attending in 1878 were women.

Scientific instruction is also given to some extent in 14 colleges and universities of the State which have courses in science, covering, in most cases, 4 years. The State university and Cornell College also provide departments of civil engineering. For statistics, see Table X of the appendix, and the summary of it in the report of the Commissioner preceding.

PROFESSIONAL.

Theological courses of 3 years exist at Griswold College (Protestant Episcopal) and Oskaloosa College (Disciples). Central University (Baptist) and the Iowa Wesleyan University in connection with the German College, also provide theological instruction. In Simpson Centenary College (Methodist Episcopal) classes may be formed, if desired, in Hebrew and certain other subjects of special interest to such students as are looking forward to the ministry. The German Theological School of the Northwest, at Dubuque (Presbyterian), made report to the Presbyterian General Assembly of 3 professors or instructors and 25 students in its academic and theological departments, not separating these. Its course appears to be a good one.—(Catalogues and returns, 1878.) For statistics, see Table XI of the appendix, and the summary of this in the report of the Commissioner preceding.

Legal studies are prosecuted in the law department of the State university, the Iowa College of Law (which is a department of Simpson Centenary College), and the law department of the Iowa Wesleyan University. In the two first named the course of study covers one year and no examination was required for admission in 1878. In respect to the other the report gives no information on these points.—(Catalogues and returns.) For statistics, see Table XI of the appendix, and the summary of this in the report of the Commissioner preceding.

Medical training is given by the College of Physicians and Surgeons, Keokuk, and the medical department of the State university, Iowa City. Both have 3 years' graded

courses of instruction in medicine, the third year of which is in each case optional. In the medical school of the State university both sexes are admitted on equal terms and afforded the same facilities for medical instruction.

A homœopathic medical department has been established in connection with the State university, opening in the fall of 1877 with a class of 14.

For statistics of medical schools reporting, see Table XIII of the appendix, and the summary of it in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, Council Bluffs, had an attendance in 1878 of 143, of whom 81 were males and 62 females. The common English branches are taught, also such employments as shoe, broom, and cabinet making, farm and garden work, sewing, and domestic duties.—(Return, 1878.) For full statistics, see Table XVII of the appendix, and the summary of this in the report of the Commissioner preceding.

EDUCATION OF THE BLIND.

In the Iowa College for the Blind, at Vinton, the literary course of instruction embraces, besides elementary school studies, rhetoric, logic, moral and mental philosophy, English and American literature, modern history, botany, geology, algebra, astronomy, geometry, trigonometry, and chemistry. In the musical department, special attention is given to vocal, piano, and organ instruction, voice culture, and harmony. The employments taught are broom, mattress, and basket making, cane seating, sewing, knitting, crocheting, and beadwork.—(Return, 1878, and report, 1877.) For statistics, see Table XVIII of the appendix, and the summary of it in the report of the Commissioner preceding.

TRAINING OF THE FEEBLE-MINDED.

The State Asylum for Feeble-Minded Children, Glenwood, gives its inmates instruction in the elementary English branches, in singing, in distinguishing colors, in the simpler Kindergarten methods, calisthenics, &c. There were 130 under instruction in 1878, of whom 70 were males and 60 females.—(Return.) For full statistics, see Table XXI of the appendix, and the summary of it in the report of the Commissioner preceding.

EDUCATIONAL ASSOCIATIONS.

IOWA STATE TEACHERS' ASSOCIATION.

The twenty-third annual meeting of the Iowa State Teachers' Association was held at Marshalltown, commencing with a banquet December 25, 1878. President Sabin's inaugural address, delivered the following day, December 26, was devoted principally to the subject of moral training in the schools. It was referred to a committee of two, for consideration and report. Papers were read and discussed on "The educational value of drawing in our public schools" and "The reciprocal relations of our public schools and the State and General Government." In the evening, Superintendent W. T. Harris, of St. Louis, gave an address on "The theory and art of education." Other topics presented during the meeting were "The education of the people in educational matters," "The adjustment of schools and studies," "The wants of our country schools," "The educational value of Greek, Latin, and the sciences," "Our surroundings," "Normal institutes," and "What the public have a right to expect of our public schools," the last being by President Pickard, of the Iowa State university.

Among the resolutions adopted was one pledging the best endeavors of members to secure the introduction of industrial drawing as a regular study in the public schools; also one approving the action of the American Philological Association in asking Congress to create a commission to examine into the desirability of reform in English spelling.—(Educational Weekly.)

ASSOCIATION OF CITY SUPERINTENDENTS AND PRINCIPALS.

The association of city superintendents and principals met in the chapel of the State university, at Iowa City, June 25, continuing in session four days. President Sabin, president of this as well as of the State association, Hon. C. W. von Coelln, State superintendent of public instruction, and Hon. J. L. Pickard, president of the State university, besides many other prominent educators, were present and took part in the proceedings.

The principal topics discussed were "Examination of schools" (including plans of examination, how to test pupils' advancement and teachers' work), "How many studies should pupils pursue at one time?" "The practical side of school supervision," "The natural system of teaching the ancient and modern languages," "Industrial educa-

tion," "The problem of a reasonable education," and "The importance of creating public sentiment through the press in favor of the public schools."

Among the resolutions adopted was one expressing the belief that in the higher grades the best interests of the pupils require as a rule the simultaneous pursuit of not more than three solid studies, and another as follows: "That authority and responsibility should be coextensive; and that unless the superintendent or principal has a voice in the selection of teachers he cannot justly be held responsible for the complete success of the schools."—(Iowa Normal Monthly, August, 1878.)

COUNTY SUPERINTENDENTS' CONVENTIONS.

The county superintendents of Iowa met in convention at Iowa City, July 2-4, 1878, and at Marshalltown, December 25, 1878.

As most of the county superintendents had recently attended the various district conventions of the State, only 22 responded to the call of the State superintendent to attend the July meeting. There was a free exchange of views, in which nearly all took part, and the meetings were exceptionally interesting. Various questions of school law were discussed; also, primary school work, annual reports, and the examination question.—(Iowa Normal Monthly.)

The session in December was held in connection with that of the State Association and had a somewhat larger attendance than that which met in July, over thirty superintendents being present. Questions of school law were discussed by the State superintendent and others, the matter of revoking or withholding certificates and annual reports of district secretaries and treasurers being mentioned. Two papers were read on "The duties of county superintendents in the school room," and the subject was afterward generally discussed.—(Iowa Normal Monthly.)

STATE NORMAL INSTITUTE.

A State normal institute was held at Iowa City, July 1-4, 1878, in connection with the other educational conventions. Several addresses were delivered, but the principal exercises were practical examples in teaching the various branches; these were given by the teachers present, two of whom were women.—(Iowa Normal Monthly.)

OBITUARY RECORD.

REV. GEORGE THACHER, D. D.

Rev. George Thacher, D. D., late president of the State university, died December 27, at his residence in Hartford, Conn. Dr. Thacher graduated at Yale College in the class of 1840, and was a brother of Thomas Thacher of that institution. After his graduation he served for some time in the ministry, and was called to the presidency of the State university in 1871. He held this responsible position about six years and then resigned on account of declining health.—(Iowa Normal Monthly.)

CHIEF STATE SCHOOL OFFICER.

Hon. C. W. VON COELLN, *State superintendent of public instruction, Des Moines.*

[Second term, 1878-1880.]

KANSAS.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	232, 874	266, 575	33, 701	.....
Enrolled in public schools	158, 075	177, 806	19, 731	.....
Average daily attendance	94, 009	106, 932	12, 923	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	4, 865	5, 136	271	.....
Number reporting	4, 536	5, 002	466	.....
Number with graded course of study		681		.....
Number with uniform text books		1, 731		.....
Number owning the text books		568		.....
Number with 3 months' school or more		4, 584		.....
Number of log school-houses	287	246		41
Number of frame school-houses	3, 112	3, 475	363	.....
Number of brick school-houses	142	157	15	.....
Number of stone school-houses	616	642	26	.....
Whole number of all kinds	4, 157	4, 520	363	.....
Number built during the year	246	354	108	.....
Cost of these	\$191, 219	\$240, 403	\$49, 184	.....
Valuation of all school property	4, 277, 094	4, 527, 227	250, 133	.....
Average time of school in days	108	113	5	.....
TEACHERS AND THEIR PAY.				
Teachers of the A grade in public schools.	345	458	113	.....
Teachers of grade one (one year)	2, 136	2, 402	266	.....
Teachers of grade two (six months) ..	3, 582	3, 499		83
Men teaching	2, 784	2, 861	77	.....
Women teaching	3, 279	3, 498	219	.....
Whole number	6, 063	6, 359	296	.....
Average monthly pay of men	\$32 12	\$33 68	\$1 56	.....
Average monthly pay of women ..	25 85	27 10	1 25	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.	\$1, 597, 391	\$1, 803, 303	\$205, 912	.....
Whole expenditure for them	1, 394, 188	1, 541, 417	147, 229	.....
STATE SCHOOL FUND.				
Amount of permanent available fund.	\$2, 036, 000	\$2, 288, 391	\$252, 391	.....
Estimated eventual amount	10, 000, 000	10, 000, 000		.....
PRIVATE SCHOOL STATISTICS.				
Number of private schools reported ...	201	200		1
Number of teachers in them	219	205		14
Whole attendance	4, 421	4, 769	348	.....

(From report of Hon. Allen B. Lemmon, State superintendent of public instruction, for the two years named. The item relating to the State school fund is from a written return to the Commissioner of Education. The figures here presented for 1877 vary at several points from those given in the report of the Commissioner for 1877, from the fact that fuller reports from county superintendents were received after the return was sent.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State intrusts the general supervision of common school interests to a State superintendent of public instruction, chosen by the people biennially at the general election of State officers. In examining teachers for State diplomas and certificates he has the assistance of a State board of education, in which the heads of the university, agricultural college, and State normal schools are associated with him. In managing and investing the State school funds he has the aid of the secretary of state and attorney general.

Counties elect biennially a county superintendent of public instruction, with whom 2 persons appointed by the county supervisors act as examiners of teachers for the public schools.

School districts elect each year for themselves one member of a board of 3, to hold office for 3 years and look after the interests of the district public schools.

For officers in cities, see City School Systems following.

OTHER FEATURES OF THE SYSTEM.

The means to support the public schools are derived from the interest on a permanent State school fund and from taxes levied for this purpose by the State and the school districts—the former of one mill on the dollar, the latter not to exceed 1 per cent. each for buildings and teachers' wages. The basis for the apportionment of the State fund and tax is the number of children in a district from 5 to 21 years old reported by the district clerk, and the condition of the apportionment is that a common school shall have been maintained in the district for at least 3 months of the preceding year. In consideration of this apportionment, due report of the school must be regularly made to the State through the proper officers, and all children of school age residing in the district must be admitted free under such regulations as the district board may prescribe. Violation of this last condition is visited with a heavy penalty. Besides thus opening her schools to all the children, the State endeavors, through a compulsory school law, to secure the benefits of elementary training for every child from 8 to 14; those in charge of such children are required to send them to a public or private school taught by a competent instructor, for at least 12 weeks in each year (6 of these weeks to be consecutive), unless excused by the school authorities or taught at home. The branches of study required to be taught are spelling, reading, writing, English grammar, geography, and arithmetic, with such others as may be determined by the district board. High schools and graded schools are provided for, and form a link between the lower schools and a State university. Bible reading in the schools is allowed, but sectarian teaching is prohibited. A district uniformity of text books is required, and libraries for district use may be established and maintained by an annual tax of half a mill to two mills on the dollar. The books for such libraries are limited to works on history, biography, science, and travels. Teachers in public schools must all be licensed, and must keep a register of the attendance, deportment, and recitations of each scholar, as the basis of a final report to the district clerk, on penalty of losing the last month's pay. Women may vote at school meetings and in some cases have been permitted to hold school offices.

GENERAL CONDITION.

The great influx of population during 1877 and 1878 has contributed much to increase the school census and the enrolment in the public schools. Abundant crops and the prosperity they brought, too, enabled the people to do more than ever before for the extension of educational advantages. But while the advance in both years was very great, the tide of progress flowed with especial strength in 1878, the children of school age increasing by 33,701 against 19,897 in the previous year; the enrolment of them in the State schools by 19,731 against 10,861; and the average daily attendance by 12,923 against 4,113. The accommodations for this increase, too, were fairly proportionate: 41 new school-houses of brick or stone replaced 41 old log ones, of course with larger rooms and better seating; while 363 more frame ones, supposing an average of 40 seats to each, afforded room for 14,520 more scholars. The teachers not only increased 296 in number but they also improved in quality, 83 fewer appearing with low grade certificates and 397 more with the two higher grades. This improvement in the teachers appears to be largely due to the stimulating influence of county normal institutes, which, instituted in 1877 and held in 60 counties of the State in that year, were held in 63 counties in 1878. In these institutes, besides drill in the branches of school study, there has been instruction in right methods of teaching and discipline; the errors of inexperience have been pointed out; mistakes have been corrected; an esprit de corps has been awakened; and, in the judgment of the State superintendent, the teachers have been made stronger and better by reason of their attendance on the

sessions. These were of 4 weeks in most counties, of 5 to 8 weeks in a very few. It is proposed to make teachers at future sessions pursue a graded course of study extending through a series of years, with examinations at the close of each year's studies and certificates of steadily ascending grade to such as pass the examinations. A sketch of such a course for two years is published at the conclusion of the report and a summary of topics for a third year is also given.

TOPICS TREATED IN THE REPORT.

Besides the information previously referred to, the report of State Superintendent Lemmon for 1876-77 and 1877-78 contains the following:

1. An account of the beginning of the county normal institutes, of the instructions issued to those who should conduct them, and of the beneficial results already secured.
2. A like account of the work of the State board of education in the examination of candidates for the State life diploma and the three and five year State certificates to be given to teachers of high character and qualifications.
3. A statement as to exhibitions of school work. These were made, at the suggestion of the superintendent, one before the State Teachers' Association at its meeting in 1878, another at the Paris Universal Exposition of that year. Both appear to have been at once stimulating and creditable to the schools.
4. A report of the condition of the State school fund, which is shown to be so steadily increasing that means for the safe investment of it on remunerative terms have to be carefully and continually sought. In this connection, reference is made to a recent large accession of 265,000 acres of school lands from the United States in place of sixteenth and thirty-sixth sections in Indian reservations. This ought to add at least another million of dollars to a fund which is expected to reach, with due husbanding, \$10,000,000.
5. A historical sketch of the State school system, originally prepared by Superintendent Lemmon for the United States Commissioner of Education and published in his report for 1876.
6. An article on the improvement of school grounds, containing suggestions that the elements of gardening be taught in the State schools and that in each one a day be annually set apart for planting trees about the school-house and improving and beautifying the now too often neglected grounds.
7. Following a defence of the present plan of having State institutions of learning, such as a university, agricultural college, and normal schools, we have a sketch of a good State school system, in which a township, with schools under the control of a board elected by the people, should be the territorial unit for school purposes; in which, too, at least half the revenues for the support of schools should come from the State fund and a State tax and the remainder from a township tax to be voted by the people; in which the State superintendency should be divorced from politics and the county superintendents be chosen by conventions of school officers for terms of at least three years; and in which the standard of qualification for teachers and the system for the examination of them should be uniform throughout the State.
8. One interesting feature of the report is a series of county maps, accompanying the county reports, showing not only the water ways and railroads but also the divisions of the townships and the situation of the schools. The table appended to each map gives the statistics of the county schools from the organization of the State to 1878, forming thus a statistical history of every school year. And as the concluding part of the report contains detailed accounts of the chief State educational institutions, whether under the State or under denominational control, it has thus a rare completeness.

KINDERGÄRTEN.

So far as known to this Bureau, no school of this class existed in Kansas in 1878.

CITY SCHOOL SYSTEMS.

OFFICERS.

The general law for cities of the first class (i. e., cities with more than 15,000 inhabitants) requires the election of a board of education consisting of 3 members from each ward, one of whom, after the first election, must be chosen annually. In cities of the second class (i. e., with from 2,000 to 15,000 inhabitants), the board is to consist of 2 members from each ward, one of them, after the first election, to be chosen annually. Each city board is given sole control of the schools and school property of the city, and may delegate its supervisory duties to a superintendent chosen by it, who holds office during its pleasure.—(School laws.)

STATISTICS. *a*

Cities.	Estimated population.	Youth of school age.	Public school enrolment.	Average attendance.	Teachers.	Expenditures.
Atchison.....	13, 600	3, 414	1, 348	1, 080	21	<i>b</i> \$10, 349
Lawrence.....	9, 500	2, 802	1, 615	1, 094	25	29, 586
Leavenworth.....	22, 000	5, 672	2, 867	1, 834	39	42, 253
Topeka.....	8, 000	2, 816	1, 886	1, 091	27	18, 087

a For the sake of uniformity in standard, the above statistics, except for population, are taken from Table XIII of the State report.

b For instruction only; the total expenditure for school purposes is not given.

ADDITIONAL PARTICULARS.

Atchison maintained schools in 1877-78 for 10 months, at an average cost for tuition, based on average attendance, of only \$9.58. The value of the school property was reported to be \$60,840.—(State report, 1878.)

Lawrence, the only city that sends a full printed report of her schools for 1878, held them for 8.2 months, at a cost of \$12.49 for each pupil in average attendance. Value of school property, \$95,000. The schools are classed as primary, grammar, and high; the primary including 5 grades; the grammar, 2; the high, 3. The studies of each grade occupy a year. Instruction in music was given during a part of 1877-78 by a teacher specially employed for that purpose. Institute meetings to improve the teachers were held every other Saturday. Owing to lack of funds, the number of teachers was reduced and the schools were divided into two sections, one to attend in the morning and the other in the afternoon.—(State report and report of Supt. W. A. Boles.)

Leavenworth in 1877-78 maintained schools for 9 months, at a cost of \$9.02 for each pupil in average attendance, and rated her school property in that year at \$170,000.

Topeka taught her schools for 8.2 months, at an average of \$12.82 for each pupil in average attendance, placing the value of her school property at \$100,000.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The suspension of the normal schools at Concordia and Leavenworth in 1876, noted in the Report of the Commissioner of Education, continued during 1877 and 1878, from the want of legislative appropriation for their support. The school at Emporia, however, which was continued by the principal and teachers on the basis of tuition fees when the appropriation gave out, worked on through both those years, notwithstanding that a trusted agent embezzled more than \$9,000 of its land funds in 1877, and that considerable damage was done to its buildings by a tornado, April 13, 1878. The enrolment for 1877-78 reached 234, all normal students except 34, and the work done is reported to have been excellent. But on the night of October 26, 1878, the two principal buildings were lost by a fire the origin of which was attributed to the spontaneous combustion of bituminous coal stored in the cellar. As the students wished to remain and the city council voted \$1,000 to fit the boarding halls for school use during the remainder of the school year, the president and faculty determined to go on, hoping that the State would eventually come to their aid.

OTHER NORMAL TRAINING.

At the *University of Kansas*, Lawrence, there are 3 higher normal courses: one in ordinary English branches; another embracing the German language, English language and literature, and mental and moral as well as natural science; the third including Latin, with scientific and English studies. Each of these courses is of 3 years. All include instruction in the theory, science, and practice of teaching. In the catalogue for 1877-78 there appeared 12 students in these courses; in that for 1878-79 there were 23.

At the *Kansas Normal School and Business Institute*, Paola, under the charge of Ex-President Wherrell, formerly of the Leavenworth State Normal School, 150 students, all classed as normal, were under instruction for the fall term of 1878. This instruction, according to Professor Wherrell, was on the same plan as that given at Leavenworth. There are 3 departments of study, a preparatory, a scientific, and a classical, each of a year.

At *Baker University*, Baldwin, at the beginning of each college year a normal class is organized of such students as desire to prepare for teaching. The number of students in this class in 1877-78 is not given.

At *Lane University*, Leocompton, the catalogue for 1878 shows a teachers' course of 2 years, but does not indicate whether there were any students in it.

TEACHERS' INSTITUTES.

Under the law of 1877 already mentioned, county superintendents must hold annually in their respective counties, for a term of not less than 4 weeks, a normal institute for the instruction of teachers and those desiring to teach; provided that in sparsely settled sections of the State 2 or more counties may unite in holding one such institute. The means for sustaining these institutes are derived from fees of \$1 to be paid by each candidate for a teacher's certificate and a registration fee of \$1 from each member of the institute. If necessary, the county commissioners of any county may appropriate for the further support of the institute a sum not to exceed \$100 in any one year. In any case where the registration reaches 50 members, the State makes an allowance of \$50. These institutes are meant to be temporary normal schools, informing teachers more fully as to the branches they are employed to teach and giving them some drill in the science and art of teaching. If not made to supersede the fuller and more methodical instruction of good normal schools, they must be very useful.

EDUCATIONAL JOURNALS.

Except the Kansas Collegiate and the University Courier, published by students of the University of Kansas, and The Industrialist, published weekly by the printing department of the Kansas State Agricultural College, no journal dealing specially with educational topics is known to this Bureau as having existed in Kansas during 1878. One meant to be promotive of the general interests of education in the State was projected at Lawrence for 1879, to be entitled *Our Schools*, and to begin with the year 1879.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

About 60 high schools or higher departments of graded schools are reported in the State in 1878. As in 1877, however, only 5 appear on the list of those approved by the University of Kansas as having courses, English, scientific, or classical, which would entitle them to send students to its classes. Four of these 5 were reported last year, viz, those at Atchison, Emporia, Lawrence, and Leavenworth. The school at Winchester was dropped from the list and that at Junction City added.

Ninety-nine cities are given in Table XIII of the State report as having graded schools, but no indication is given of the number that have high school departments or of the number of students enrolled in these.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix following; for summaries of them, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

Owing to the absence of suitable preparatory schools throughout the State, the University of Kansas still retains its preparatory department, with classical, scientific, and modern literature courses of 3 years each, leading to corresponding collegiate courses. In the autumn of 1878 a law department was added. The collegiate courses for 1878-'79 comprised a classical and a modern literature course, each leading to the degree of B. A.; a general scientific course, and 3 special ones—in chemistry, in natural history, and in civil and topographical engineering—each of the 4 leading to the degree of S. B. The university is, of course, unsectarian, and, in common with the other universities and colleges of the State, except the Roman Catholic, admits women.—(Catalogues for 1877-'78 and 1878-'79.)

The other universities and colleges are Baker, Highland, and Lane Universities, and St. Benedict's St. Mary's, and Washburn Colleges, the location, denominational connection, and statistics of all which may be found in Table IX of the appendix following. Ottawa University, which suspended collegiate exercises in 1874, continuing its academic preparatory department only, revived its collegiate department in the autumn of 1878. All the colleges in the State have classical courses substantially of 4 years, and scientific courses of the same period, except Baker University and St. Mary's College, where the scientific course covered only 3 in 1878, and St. Benedict's, where there is no indication of any scientific course. Baker University and St. Benedict's, St. Mary's, and Washburn Colleges had commercial courses also in 1878. Music also was taught at Baker, Highland, St. Benedict's, University of Kansas, St. Mary's, and Washburn.—(Catalogues and returns.)

INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The College of the Sisters of Bethany, at Topeka (Protestant Episcopal), appears to have been in 1878, as in preceding years, the only institution in the State devoted wholly to the collegiate education of young women. Its collegiate course in that year, however, reached only to three years. The collegiate students for 1877-'78 numbered 33; preparatory, 31; primary, 16.—(State report.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College*, at Manhattan, in 1878, compressed its six-year course of study into four years, thus adapting it, as was thought, more directly to the wants of the industrial classes for whose benefit it was instituted. The attendance was 228 during the calendar year 1877 and 238 during the following year. The young women present in 1877 numbered 78; in 1878, 69. The students of 1877 were from 45 counties of the State, those of 1878 from 51 counties; showing a more general appreciation of the advantages afforded and a more extensive distribution of the benefits of these advantages than is common with such institutions. The report for the two years indicates very thorough work on the part of professors and instructors and an honest effort to do the utmost possible for those committed to their care.—(Biennial report for 1877 and 1878.)

Besides the practical scientific instruction given in the State College, there are scientific courses of four years each in the State university, in Highland and Lane Universities, and in Washburn College, and courses of three years in Baker University and St. Mary's College, this last indicated by a return from the college, though it does not appear in its catalogue.—(Catalogues and returns for 1877-'78 and 1878-'79.)

PROFESSIONAL.

Theological instruction is given to some extent in connection with the collegiate course of Baker University, at Baldwin City (Methodist Episcopal), and more systematically in the Kansas Theological School, Topeka (Protestant Episcopal). The number of students attending on such instruction at the former is not given. In the latter there were only two for 1877-'78, but these had the undivided attention and supervision of the one resident professor. The course of study in the Topeka school covers three years, and includes systematic theology, Hebrew, the Greek of the New Testament, and the rules of scriptural interpretation. In order to be admitted, students who are not graduates of colleges must have at least a good academic education, including a knowledge of Latin and Greek.—(Return for 1878.)

Legal instruction is now given in the law department of the University of Kansas, which was opened November 6, 1878, with a course of study intended to cover two annual terms of 7 months each. For the first term, 13 students entered.—(University catalogue for 1878-'79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The first biennial report of the Kansas Institution for the Education of the Deaf and Dumb, at Olathe, covers the nineteen months from November 30, 1876, to June 30, 1878. The number of pupils reported for the year is 109; of instructors, 5. The branches taught are those of the common schools, the sign language being used in teaching and ordinary intercourse. Articulate speech has been so far tested by the president as to induce an earnest recommendation that means for the employment of a special teacher to instruct in it may be given. The occupations taught were printing, shoemaking, and cabinet making for the boys, and housework and needle-work for the girls; farming and gardening were also taught to a limited extent.

EDUCATION OF THE BLIND.

The biennial report of the Kansas Institution for the Education of the Blind, Wyandotte, shows an average of 42 pupils in the term ending June 7, 1877, and of 41 for that ending June 7, 1878, total attendance for the latter period being 45; graduates, 2 in 1877, 1 in 1878; instructors, 5, besides the superintendent and matron. The school studies pursued are reading in Boston type and in New York point, writing in New York point and with grooved cards, arithmetic, United States history, geography, grammar, modern history, spelling, elocution, literature, geology, entomology, and algebra. The progress in these studies is said to have been greater during the term of 1877-'78 than in any preceding one, an improvement attributed to the free use of the New York point tablet in class exercises, which enabled the pupils to sketch in full or in outline the subject matter given by the teacher, instead of depending on memory alone. In the

industrial department the boys are taught broom and brush making, and the girls the making of palm leaf hats. The plan of stimulating the pupils by compensating them for their labor has been tried here with great success. Basket making is to be added to the trades taught.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

Of the meeting of this body in 1878 the only information which has reached the Bureau of Education is contained in a programme sent in advance and in a brief note from Superintendent Lemmon, stating that there was a large attendance. According to the programme, the annual address was to be by Superintendent Lemmon, the president for the year, on the evening of Monday, June 24, at Atchison. The subject of the address is not indicated. The subjects for the two succeeding days were arranged as follows:

On Tuesday, June 25, "Course of study for common schools," by H. C. Speer, of Junction City; "Literary exercises in district schools," by Supt. R. C. Story, of Winfield; "Shoddy and reform in the school room," by Edwin Philbrook, of Blue Rapids; "Qualifications and certificates of common school teachers," by Miss M. A. Higbey, superintendent of Labette County; "Music as taught in the Topeka schools," by Messrs. E. M. Foote and J. S. Shie, of Topeka; "Organization and grading of county normal institutes," by William Wheeler, of Ottawa, and another paper on these institutes, by Supt. J. M. Greenwood, of Kansas City, with a lecture in the evening on "Kansas," by President Anderson, of the State Agricultural College.

On Wednesday, June 26, came "Graded schools," by C. C. Hutchinson, of Fort Scott; "School legislation," by President H. M. Greene, of Lane University; "Historical value of linguistic study," by Prof. D. H. Robinson, of the State university, and a paper on "Knowledge—how to acquire and how to impart it," by J. C. Hebbard, of Seneca; "The place and value of denominational schools in the educational system of a State," by President P. McVicar, of Washburn College, and "The duty of the State to provide higher education," by Prof. J. H. Canfield, of the State university, with reports of committees and usual business. In the evening, Governor Anthony was to deliver an address on "Government and education."

To secure intelligent discussion of the subjects thus announced that called for any such discussion, five persons were designated in advance for each subject, so that, instead of the discursiveness of merely off-hand utterances, there might be had the fruit of deliberate preparatory thought and study.

OBITUARY RECORD.

HON. JOHN FRASER.

Professor Fraser was born at Cromarty, Scotland, March 22, 1827; studied at the universities of Edinburgh and Aberdeen, graduating from the latter in 1844 with the highest honors. He soon went as a teacher to Bermuda, W. I., but on account of the climate came to America, where, after passing through some trying ordeals, he obtained a place as principal of an academy in Fayette County, Pa. In 1855 he was appointed professor of mathematics and astronomy at Jefferson College, Pa., resigning to enter the army. After the war he accepted the presidency of the Pennsylvania State Agricultural College. In 1868 he became chancellor of the University of Kansas, from that time till 1874 making it his whole aim to build up the institution, in which object he succeeded admirably. Elected State superintendent of public instruction of Kansas in 1875, at the close of his term he returned to Pennsylvania, where he became professor of political economy, civil government, and international law in the Western University of Pennsylvania. He died suddenly at Allegheny City on June 4, 1878.—(Report of the superintendent of public instruction of Kansas for 1877-'78.)

CHIEF STATE SCHOOL OFFICER.

Hon. ALLEN B. LEMMON, *State superintendent of public instruction, Topeka.*

[Second term, 1879-1881.]

KENTUCKY.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-20), white.....	448, 142	459, 395	11, 253	.....
Youth of school age (6-16), colored.....	50, 602	53, 126	2, 524	.....
Whole number of school age.....	498, 744	512, 521	13, 777	.....
Enrolled in public schools <i>a</i>	228, 000	208, 500	.....	.....
Colored enrolment <i>a</i>.....	.....	19, 107	.....	.....
Average attendance.....	156, 000	125, 000	.....	17, 607
Average attendance (colored).....	.....	13, 393	.....	.....
Pupils in private schools.....	.....	35, 000	.....	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts not in cities (white).....	.....	5, 836	.....	.....
School districts (colored).....	.....	620	.....	.....
School-houses for colored pupils.....	.....	287	.....	.....
New school-houses built.....	112	53	.....	59
Private schools.....	700	700	.....	.....
Academies.....	75	75	.....	.....
Colleges.....	25	25	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching.....	4, 020	4, 000	.....	20
Women teaching.....	1, 610	2, 000	390	.....
Colored men teaching.....	.....	331	.....	.....
Colored women teaching.....	.....	199	.....	.....
Average monthly pay of men.....	.....	\$40	.....	.....
Average monthly pay of women.....	.....	35	.....	.....
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$1, 513, 789	\$1, 827, 575	\$313, 786	.....
Whole expenditure for public schools.....	1, 491, 000	1, 130, 000	.....	.....
SCHOOL FUND AND SCHOOL PROPERTY.				
Permanent school fund.....	\$1, 600, 000	\$1, 600, 000	.....	.....
Estimated value of school property.....	1, 970, 000	2, 300, 000	\$330, 000	.....

a The total enrolment for 1876-'77 is probably to be obtained by including the colored enrolment, here given separately, which would leave a decrease of 393 on the (estimated) enrolment of the year before.

(No statistics for 1878 having been reported by the State superintendent, the above comparative summary for the years 1875-'76 and 1876-'77 is the latest that can be given.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of education chosen by the people every fourth year, a State board of education, and a State board of examiners.

For counties, a commissioner of common schools and a county board of examiners. For districts there is again, under a law of 1878, a board of trustees of 3 members, one going out of office each year.

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by the income of the common school fund, with an annual tax of 20 cents on each \$100 of property valuation in the State, and fines and forfeitures set apart by law for the purpose. A special tax not exceeding 25 cents on the \$100 of taxable property may be levied if so decided by a vote of the white qualified voters in the district. When clearly stated in the notice for the meeting, the tax may be voted for 5 successive years. Qualified voters include widows who have children within the school age or who own taxable property. Cities and towns may levy a special tax not exceeding 30 cents on \$100 of valuation for the purpose of sustaining graded schools.

The free common schools embrace only two departments, primary and elementary. Intermediate and high school departments, in which tuition can be charged, may be added, provided the teaching of such branches shall not interfere with the thorough instruction of pupils in the common school departments. Every district having 40 or more children must have a free school taught in the common branches for 5 months in the year.

Teachers must have certificates from the State or county board of examiners. When no qualified teacher can be secured, a board of examiners may license a person to teach for one term in a particular district.—(State report, 1878.)

GENERAL CONDITION.

Superintendent Henderson reports as evidences of progress during the year 1877-'78 that a better organization of the schools had been secured and a more thorough system introduced into the administration; that teachers had higher grades of certificates and were better acquainted with modern methods; that increased interest was manifested in many districts by the levy of the local tax or by voluntary subscriptions; that about two hundred and fifty new school-houses were built, most of them upon approved plans, while many old ones were repaired or refurnished; that teachers' institutes were well attended; and that the press gave a large share of its attention to the subject of common schools.—(Report of Superintendent Henderson, 1877-'78.)

"The colored school system," says the superintendent, "is making remarkable progress." Nearly every district reported had a school taught for the statutory term and many exceeded it. Several institutes for colored teachers were held, and a State Colored Teachers' Association was to be held for the second time at Danville.

An effort was made to divert from the colored schools their prospective share of such moneys as might be appropriated by Congress from the sales of public lands, by proposing to apply such funds to the support of a State university, but through the efforts of Superintendent Henderson the measure failed. It was determined that only two-eighths of such funds should be given to a university and three-eighths to the support of white and colored schools.—(Report.)

KINDERGÄRTEN.

For full information respecting this class of schools, see Table V of the appendix following, and the summary in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

These consist of boards of trustees of different numbers and terms in different cities, generally with city superintendents. In Louisville, besides a board of trustees of 2 members from each ward, there is a board of examiners for teachers composed of the city superintendent and 6 or more professional teachers chosen by the committee on examination and course of study. Like boards exist also in other cities.

STATISTICS.

Cities.	Estimated population.	Youth of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Covington	28, 574	10, 055	3, 505	2, 480	61	\$70, 800
Lexington	22, 700	5, 909	1, 772	1, 187	27	18, 120
Louisville.....	155, 000	42, 401	19, 292	12, 999	320	277, 046
Newport.....	20, 000	.....	2, 544	1, 970	40	29, 997
Paducah.....	7, 500	1, 946	787	647	.....	9, 589

a Estimated.

ADDITIONAL PARTICULARS.

Covington classes its schools as primary, grammar, intermediate, and high, the first two covering 3 years each; the intermediate, 2; the high school, 4. German and draw-

ing are included in the course. German was studied in 1877-'78 by 224 pupils in the primary and grammar schools. Drawing had been taught for two years preceding with such poor results as to give little encouragement to continue it; but in 1878, through carefully training the regular teachers for this work and through their faithfulness and energy, much more satisfactory results were reached. The superintendent, therefore, expresses the hope that the school board may rescind the resolution they passed to drop the study. Of the 10,055 children of school age, 479 were colored, and, of these, 229, a much larger proportion than of the whites, were in the public schools. Besides the 3,505 enrolled in these schools there were 2,150 in private or parochial ones, leaving 4,400 not attending any school.—(Report of Superintendent Benj. D. Best for 1877-'78.)

Lexington makes return, through Superintendent J. O. Harrison, of 2,225 colored children of school age out of the 5,909 enumerated; of 893 such enrolled in the public schools, with 529 of them in average daily attendance; of 7 different school buildings, with 27 rooms and 2,000 sittings. Three of the buildings were for white pupils and 4 for colored. Each of the former had a male principal with 4 female assistants; each of the latter, a colored male principal with an average of 2 assistants, all females except one.—(Return for 1878.)

Louisville published no report of her schools in 1878. The statistics given are from a return by Superintendent George H. Tingley, jr. This shows that of the 19,292 pupils enrolled the primary and grammar schools had 18,660, the high schools 600, and the city normal school 32; that of the 12,999 in average daily attendance 12,436 were in primary and grammar school classes, 533 in the high schools, and 30 in the normal school; and that of the 320 teachers 2 were teachers of music and 28 of German. A subsequent letter from the superintendent says that the employment of the teachers of music was not continued beyond that year, and that since 1877 there have been no evening schools. The statistics above given, he says, include colored as well as white pupils.

Newport in 1877-'78 had her schools divided into 10 grades, each apparently occupying one year, the classification of the first 6 being primary; of the next 2, intermediate; and of the last 2, higher intermediate. A good course of study has been arranged for the schools and is presented in the printed report, and considerable reforms in the methods of teaching and management are said to have been inaugurated, the results of which will probably appear in the next report. The statistics for the year are said by a committee of the board of education to be imperfect, from the refusal of a former superintendent to exhibit his records and reports.

At *Paducah* the schools are classified as primary, grammar, intermediate, and high. The superintendent says that the work of the primary and intermediate grades was much increased during 1877-'78. Yet not only was the enlarged course of study fully completed, but several pupils received promotion from the third to the fifth grade because of extra attainments. Through this greater thoroughness in early studies pupils are expected to enter the grammar schools better prepared for their work in these than has previously been possible. In the high school, also, so much greater advancement was made in mathematics that several students are expected to complete in 3 years a course which in the past has required 4 or 5.—(Report of Superintendent D. C. Culley for 1877-'78.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, FARMDALE.

The legislature having authorized the establishment of a State normal school at the Kentucky Military Institute, the buildings of that institute were placed at the disposal of the State board of education. The normal school was opened June 20, 1878, under favorable auspices, to continue 10 weeks. Tuition is free to one person from each county, the county school commissioner making the selection.—(State report, 1878; Eclectic Teacher, December, 1878.)

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The *Kentucky Normal School*, Carlisle, provides 3 courses of study for teachers, covering respectively 1, 2, and 3 years, the shortest being intended to prepare teachers for ungraded schools; the second, for graded schools; and the third, for positions as teachers or principals in academies or graded schools. An appropriate diploma is given graduates of each course, which authorizes them to teach in the common schools of the State for 5 years without examination. Free tuition was offered during the year 1877-'78 to one person from each county in the State.—(Catalogue.)

Berea College, Berea, offers a special normal course of study, covering 3 years, and also a normal course of 2 years.—(Catalogue.)

Murray Institute, Murray, according to the last report received from it (1875-'76), made some provision for the training of teachers.—(Catalogue.)

Georgetown College, Georgetown, also makes some provision for the training of teachers.

EDUCATIONAL JOURNAL.

The Eclectic Teacher, published monthly at Carlisle, under the editorship of Mr. T. C. H. Vance, continued during 1878 its work of diffusing educational information. During the autumnal months it also enjoyed the editorial services of Superintendent B. Mallon, of Atlanta, Ga., and of G. A. Chase, long a high school principal, of Louisville, Ky.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no information at hand as to the public high schools in Kentucky beyond what appears in the city reports from Louisville, Newport, Covington, Paducah, and Cynthiana, in all of which such schools are in operation. That in Covington presents a 4 years' course, and had an attendance in 1878 of 172 pupils, of whom 73 were boys and 99 girls. Louisville has 2 high schools, in which there was a total attendance in 1878 of 600 pupils.

The law permits the establishment, in connection with common schools, of high school departments, in which tuition fees may be charged, provided the teaching of such branches shall not interfere with the thorough teaching of the common branches. It is also provided that any undenominational school, whether university, college, academy, or high school, may receive aid from the public school funds in proportion to the number of youth of school age resident in the school district in which it lies, provided such youth have the privilege of attending the school or college free of charge for common school branches for 5 months in the year.—(School laws, 1878.)

OTHER SECONDARY SCHOOLS.

For statistics of business schools, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix, and the summary of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Kentucky University, Lexington, includes 4 colleges, viz, of arts, of the Bible, of law, and a commercial college. The State Agricultural and Mechanical College, which was united with the university in 1863, was by act of the legislature in 1878 detached from it and made an independent State college. The College of the Bible, organized under the charter of the university, and still reported as one of its colleges, is not now in operation. The use of its rooms has been given to a new College of the Bible, organized in July, 1877. The college is independent of the university, but acts in harmony with it.—(Catalogue.)

Out of 17 other collegiate institutions, whose titles and statistics may be found in Table IX of the appendix following, 15 reported preparatory classes, some of which reached as low as the primary departments of the public schools; 14 had classical courses or schools, usually of 3 to 4 years beyond the preparatory; 10 had also scientific schools or courses, of somewhat indefinite length, except in 5 cases, where they were of 3 to 4 years; 3 had literary or ladies' courses, composed of English studies only, or of these in connection with some modern languages; 7 undertook to give commercial training; and 3 offered some normal instruction in connection with the collegiate studies.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For institutions devoted to this grade of instruction, see Table VIII of the appendix following; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural and Mechanical College of Kentucky, as already stated, is now entirely distinct from the State university in administration and control. However, by an arrangement made with the university, its matriculates have access free of charge to the classes of the college of science and arts in that institution. The course of study is substantially the same as before the change, with the addition of an advanced course in agricultural chemistry and a special course of lectures on the relation of forests to agriculture, of insects to vegetation, of geology to soils, and on economic botany.

PROFESSIONAL.

Special *theological* instruction in Kentucky is given at the Theological Seminary of the Presbyterian Church, at Danville; the Southern Baptist Theological Seminary,

at Louisville; and the College of the Bible, at Lexington. The seminary at Danville provides a 3 years' course of instruction and requires a collegiate or equivalent preparation; in that at Louisville, the studies are arranged in 8 independent schools, comprising an English course for those who have not had a collegiate training and a higher one (embracing Hebrew and Greek languages) for those who have.—(Catalogues of seminaries.) The College of the Bible fills the place of one by the same name which was formerly a department of the State university but was discontinued in 1877. It occupies the rooms of its predecessor in the State university buildings, and students of the college are admitted without charge to classes of the university. The course covers 4 years.

Instruction in theology is also given to a greater or less extent in departments of Georgetown College, Georgetown; Eminence College, Eminence; and Bethel College, Russellville.

For statistics under this head, see Table XI of the appendix, and the summary of the same in the report of the Commissioner preceding.

Legal training at the College of Law, Kentucky University, is in a 2 years' course, designed to be complete and thorough, except in merely local law. Instruction is given by lectures with examinations on them, by recitations, and by moot courts.—(Catalogue, 1878.) For statistics, see Table XII of the appendix.

The *medical department of the University of Louisville* and the *Hospital College of Medicine*, the medical department of Central University, provide and require for graduation the usual 3 years' course of study, including 2 courses of lectures, one of which must have been taken at the institution granting the degrees. It is also required that candidates for graduation must have received clinical instruction in hospital and anatomical instruction in the dissecting room.—(Catalogues, 1878.)

The usual pharmaceutical studies are pursued in the *Louisville College of Pharmacy*. In order to graduate, students must have attended two courses of lectures and served an apprenticeship of at least 4 years in the drug business.—(Catalogue.)

For statistics, see Table XIII of the appendix, and the summary of this in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Kentucky Institution for the Education of the Deaf and Dumb, at Danville, gives free instruction for seven years to youth entitled to its benefits. The ordinary common school branches are taught.—(Report, 1877.)

EDUCATION OF THE BLIND.

The Kentucky Institution for the Education of the Blind, at Louisville, is a free public school for children whose eyesight is too defective to admit of their education in the common schools. Destitute children receive food and clothing as well as tuition at public expense. The literary branches taught are those ordinarily pursued in public schools, special attention being given to music. The employments are broom and mattress making, upholstering and caning chairs, knitting, sewing, and fancy work. The facilities for instruction in music were greatly increased during 1878 by the purchase of an excellent pipe organ costing \$1,300.—(Report of institution, 1878, and Report of the Commissioner of Education for 1877.)

REFORM SCHOOL.

The Louisville House of Refuge comprises departments for white boys, for girls, and for colored boys, the first established in 1865, the second in 1873, and the last in 1876. There were in 1878 under training 43 girls and 210 boys, 46 colored. The common English branches are taught, besides the employments of shoemaking, cane seating, willow work, farm and garden work, housework, and sewing. Work is imperative: it is believed to be absolutely necessary for the proper education of the inmates, and to teach it and to instil habits of industry are the principal objects of the school.—(Report, 1878.)

EDUCATION OF THE FEEBLE-MINDED.

The Kentucky Institution for the Education of Feeble-Minded Children, Frankfort, is a State school for the training of such feeble-minded children as seem to be susceptible of improvement. In addition to the mental training and instruction in farm work given, some provision has been made for teaching boys the carpenter's trade; and if this experiment shall prove entirely successful, as appears likely to be the case, other mechanical schools will be opened, such as for boot and shoemaking, tailoring, and perhaps blacksmithing.—(Report, 1878.)

For statistics of the institutions giving special instruction, see the tables relating thereto in the appendix, and the summaries of the same in the report of the Commissioner preceding.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATIONS.

No record has reached this Bureau of the proceedings either of the State association for white or of that for colored teachers in 1878. It appears from an announcement in the *Eclectic Teacher* for July that the former was to be held at Somerset, on the Cincinnati Southern Railroad, August 13-15, and from a subsequent number of the same journal we learn that among other resolutions was one favoring a legal requirement that county commissioners of education should be examined as to their qualifications for office, but this is all the information given. Of the meeting of the colored teachers all that is known to this Office is contained in the *Ohio Educational Monthly* for October, 1878: "The Kentucky Colored Teachers' Association met in Danville, August 8 and 9; Dr. H. A. M. Henderson delivered an address."

The North Kentucky Teachers' Association was to hold its session on the 12th and 13th of April, 1878. Among the topics announced for discussion were "The proper use of text books," by J. Roland Day, of Millersburg; "County superintendency as a means of promoting the efficiency of ungraded schools," by School Commissioner Leo Tibbatts, of Campbell County; "Efficient school work," by City Superintendent J. B. Peaslee, of Cincinnati; "High schools a necessary part of a system of public education," by J. W. Hall, principal of the Covington high school; "Neatness in school work promotes efficiency," by R. D. Best, superintendent of Covington public schools; "Educational conservatism," by George A. Yates, principal of the third district school, Covington; and "Examination tests for transfer purposes," by Superintendent W. H. Jones, of Newport.

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *State superintendent of public instruction, Frankfort.*

[Mr. Pickett succeeds Hon. Howard A. M. Henderson, whose second term of service, 1875-1879, terminates in September of the latter year.]

LOUISIANA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age.....	266, 033	272, 938	6, 905	.....
White pupils in public schools.....		43, 197		.....
Colored pupils in public schools.....		33, 632		.....
Total pupils in public schools.....	85, 000	76, 829		8, 171
Pupils in private schools.....		22, 688		.....
PUBLIC SCHOOLS.				
Schools for white pupils.....		1, 011		.....
Schools for colored pupils.....		530		.....
Total number of schools.....	1, 044	51, 541	497	.....
Average time of school in days.....	135			.....
Value of public school property.....	\$736, 575			.....
TEACHERS.				
In public schools for whites.....		1, 425		.....
In public schools for colored.....		557		.....
Total public school teachers.....	1, 507	1, 982	475	.....
Teachers in private schools.....	638	2156		.....
INCOME AND EXPENDITURES.				
Total receipts for public schools.....	\$467, 368	\$638, 371	\$171, 003	.....
Total expenditures.....	2369, 829	552, 055	182, 226	.....

a Exclusive of New Orleans, which last year had 16,000 pupils in private schools under 400 teachers.

b Does not include colored schools in New Orleans.

c This includes payment of \$23,691 of claims under previous boards.

(Report for 1878 of Hon. R. M. Lusher, State superintendent of public education.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a board of education appointed by the governor for 4 years and a superintendent of public education elected by the people every 4 years. For parishes there are boards of directors of 5 to 9 members, appointed from the citizens of the parish by the State board of education, except in the parish of Orleans, where only 8 members of a board of 20 are so appointed.

OTHER FEATURES OF THE SYSTEM.

The funds for public school purposes are derived from parish taxes, which must not exceed 1 per cent. on the assessed valuation; from interest on the United States deposit fund and on the school fund; from special taxes, to be levied by the general assembly; and from a poll tax of \$1 on all men over 21. Of this last revenue, however, only 90 per cent. is used for school purposes.

The public schools are open to youths from 6 to 21 years of age. Equal facilities must be provided for white and colored children. The constitution forbids the general assembly to make any appropriation for the support of any private school or institution of learning. Elementary, academic, and normal schools are provided for by the system. Teachers cannot be legally employed unless they have passed an examination and received certificates from parish boards.—(School laws, 1877.)

GENERAL CONDITION.

The statistics show a decrease of about 8,200 in the number of pupils attending public schools, with an increase of 497 in the total number of schools in operation, of 475 in the number of teachers employed, of \$171,003 in receipts for public school purposes and of \$182,226 in expenditures. These statistics, however, are incomplete. On account of the prevalence of yellow fever, the educational officers of several parishes were kept from making up the full annual exhibits required of them by law.

No interests in the State suffered more from this epidemic than those connected with public school education. Before the fever began, the schools which the State superintendent had been able to visit in the more important towns were well attended. Never before, since the reconstruction of the Union, had the people, both white and colored, been so well satisfied with the character of the teachers employed and the proficiency attained by pupils.

The voluntary provision for parish supervision of schools, which was commenced in the State last year, has been increased by the appointment of inspectors in 7 parishes additional to the 4 already serving; thus 11 parishes now have the benefit of a supervision which it is expected will in time greatly increase the efficiency of the schools, and which has already in some instances accomplished valuable results.—(State report.)

AID FROM PEABODY FUND.

The cause of education in Louisiana received assistance from the Peabody fund in 1878 to the amount of \$4,750. Of this sum, \$2,200 were given to the two normal seminaries in New Orleans. The remainder, \$2,550, was divided among 8 public schools and academies, of which 4 were for white pupils and 4 for colored.—(State report.)

CITY SCHOOL SYSTEM.

NEW ORLEANS.

Officers.—A board of 20 directors, 8 appointed by the State board of education and 12 by the city administrators for terms of 4 years, with a superintendent appointed by the board for the same term.

Statistics.—School population of the city (6 to 21), 68,918. Number of pupils attending public schools in 1878: males, 13,346; females, 12,820—total, 26,166; daily average attendance, 17,382; number of teachers, 438. Expenditures for public schools, \$295,560. The State report gives no statistics of the private schools in New Orleans for 1878.

Additional particulars.—The most important changes made in the city schools during the year were the consolidation of the two academies for girls into one, which is more centrally located and better furnished, and the opening of a large primary school in one of the buildings vacated, to the relief of several overcrowded schools. Another year has been added to the grammar school course, which embraces branches formerly taught in the first high school year, thus advancing the curriculum of the high school.

The public school teachers here have suffered grievous hardships from the inability of the city to pay regularly the too moderate salaries allowed them. As a measure of relief, the State superintendent suggests that a special act be passed, authorizing him to apportion back to New Orleans such an amount of the State school taxes paid by her citizens in 1877 and 1878 as will enable the city to discharge outstanding obligations for the month of December, 1877, and the last 4 months of 1878.

All the primary schools of the city are overcrowded with young children. There is a provision of the school law which prohibits the intrusting of more than 60 children to one teacher, but it is daily disregarded. The seat of this abuse is in the inability of the city to provide a sufficient number of school-houses and teachers. The remedy suggested is that a law be passed restricting free public education to youths over 8 years of age. Children under that age ought, if possible, to have the benefit of training in Kindergärten; but where that cannot be, it is thought better for them to remain out of school until 8 years of age. It is urged that children who are kept free from school restraints up to that age take hold of study with such increased strength and vigor that at the end of a year they are as far advanced as others who entered at 6.—(State superintendent's report and city report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *Peabody Normal Seminary*, at New Orleans, free to white students, offers a course of professional training to graduates of the city academies or high schools and other institutions. A class of 33 received diplomas in July, 1878, as teachers of the elementary branches. Instead of seeking employment, however, a majority of them remained in the seminary to study and review practically the higher branches and qualify themselves for employment in the highest grades of the grammar schools.—(State report.)

The *Normal School for Colored Students*, New Orleans, also free, and sustained by the Peabody fund, has continued to be well attended by an intelligent class of students. They are instructed and trained by a thoroughly competent and experienced principal.—(Report.)

NORMAL DEPARTMENTS.

Departments in Leland, Straight, and New Orleans Universities also give instruction to colored persons who desire to prepare themselves for teaching.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The crowning feature of the system of public education in New Orleans is her 3 public academies. One is for white boys, one for white girls, and the third for colored boys and girls. There were formerly 4 such schools in the city, 2 being for girls, but in 1878 these 2 were consolidated into 1, which had an attendance of 213. There were 16 more girls attending the high school for colored youth, but apparently no colored boys. The central school for white boys had 76 pupils, making a total attendance of 305; graduates, 119.—(State and city reports.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, VII, and IX of the appendix, and the summary of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The State University and Agricultural and Mechanical College, at Baton Rouge, organized in 1877 by the union of the old State University and the Agricultural and Mechanical College, aims to become an institution of learning in the broadest and highest sense. The law requires that general instruction shall be provided in all the departments of literature, science, and art, as well as in industrial and professional pursuits; it is also provided that special instruction shall be given in agriculture, the mechanic arts, mining, military science and art, civil engineering, law, medicine, commerce, and navigation. In accordance with this programme, 16 departments of study have been arranged, including those of ancient languages, modern languages, mathematics, history and English literature, and mental and moral philosophy.—(Official register of the university, 1878.)

The other universities and colleges are Leland, New Orleans, and Straight Universities, and Centenary, St. Charles, and Jefferson Colleges. Straight and Leland are schools for the colored race, embracing professional and normal as well as some degree of classical instruction; but they do not claim to offer a collegiate curriculum.

For statistics of the colleges and universities, see Table IX.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of institutions exclusively for the superior instruction of young women, see Table VIII of the appendix, and the summary of that in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State University and Agricultural and Mechanical College provides besides its literary courses instruction in agriculture, chemistry, commerce, engineering (civil and military), military science, mechanic arts, physics and mechanics, and natural history. Special attention will be given to those branches of study relating to agriculture and the mechanic arts. The department of agriculture has not yet been organized, as such, and it will not be until pupils have become more proficient in studies underlying or "related to" agriculture. There is an experimental farm belonging to the institution, which comprises 126 acres of good land.—(Official register of the university.)

PROFESSIONAL.

Instruction in *theology* is given to colored students in Leland, New Orleans, and Straight Universities. Straight University is supported by the American Missionary Association and New Orleans University by the Freedmen's Aid Society of the Methodist Episcopal church. Leland is under Baptist influences. All three institutions are open to students irrespective of race, color, sex, or sect.

For *legal* training the law department of the University of Louisiana provides a 2 years' course of study comprising civil law, the law of nature and of nations, admiralty and maritime law, common law, and equity and constitutional law. Instruction is given by lectures, expositions, examinations, and moot courts. The law department of Straight University also provides a 2 years' course of instruction comprising the studies usually pursued in such schools.—(Catalogues.)

In *medicine* the medical department of the University of Louisiana and the Charity Hospital Medical College, both at New Orleans, provide the usual 3 years' course of study, including an attendance on two complete courses of lectures. Encouragement to further study is given in the medical department of the University of Louisiana by an offer of free instruction to such students as have already attended and paid for two courses of lectures.—(Circulars.)

The New Orleans Dental College sends no reports for 1878

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

No report has been received for 1878 from the Louisiana Institution for the Education of the Deaf and Dumb, at Baton Rouge.

EDUCATION OF THE BLIND.

The Louisiana Institution of Instruction for the Blind, Baton Rouge, reports considerable progress made in 1878. The instruction, it was said, was thorough and highly successful and the prospect hopeful for the ensuing year. Pupils are instructed in broom and mattress making, cane seating, piano tuning, sewing, music, and the branches taught in ordinary grammar schools.—(Report and return, 1878.)

For statistics, see Table XVIII of the appendix, and the summary of this in the report of the Commissioner preceding.

CHIEF STATE SCHOOL OFFICER.

Hon. ROBERT M. LUSHER, *State superintendent of public education, New Orleans.*¹

[Term, 1877-1881.]

¹ Under the new constitution of 1879 Edwin H. Fay was elected, and was to succeed Mr. Lusher January 1, 1880.

MAINE.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth between 4 and 21.....	217,417	214,797	.....	2,620
Enrolment in public schools.....	155,428	155,150	.....	278
Average attendance.....	107,653	108,940	1,287	.....
Per cent. of average attendance to enrolment.	80	82	2	.....
Per cent. of average attendance to school population.	51	52	1	.....
SCHOOLS AND SCHOOL-HOUSES.				
Number of school-houses reported.....	4,222	4,215	.....	7
School-houses in good condition.....	3,014	2,943	.....	71
Built during the year.....	86	82	.....	4
Length of school term in days.....	117½	117½	.....	.....
Number of districts.....	4,039	4,005	.....	34
Value of school property.....	\$3,022,722	\$3,063,418	\$40,696	.....
TEACHERS AND THEIR PAY.				
Men teaching in summer.....	228	274	46	.....
Men teaching in winter.....	2,253	2,280	27	.....
Women teaching in summer.....	4,543	4,540	.....	3
Women teaching in winter.....	2,361	2,389	28	.....
Whole number of teachers.....	.....	6,820	.....	.....
Average monthly pay of men.....	\$32 76	\$32 63	.....	\$0 13
Average monthly pay of women.....	16 56	15 92	.....	64
Number of normal school graduates teaching.	314	334	20	.....
RECEIPTS AND EXPENDITURES.				
Total receipts for public schools.....	\$1,042,990	\$1,140,914	\$97,924	.....
Total expenditures.....	1,115,304	1,050,709	.....	\$64,595

a In winter schools; in summer schools the average attendance was 100,982 in 1877 and 102,805 in 1878.

(From report of Hon. N. A. Luce, State superintendent of common schools, for the year 1878, with receipts and expenditures from a written return.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, there is a superintendent of public instruction appointed by the governor and council for a term of 3 years or during the pleasure of the executive.

In towns, a school committee of 3 or else a supervisor of schools must be chosen by ballot. School agents may be elected in the same manner, and if such agents are not provided by towns, districts must elect them, to call meetings, take census, &c.

OTHER FEATURES OF THE SYSTEM.

Schools are sustained (1) by the interest of the permanent school fund distributed among the several towns according to the number of children between 4 and 21 years of age; (2) by a property tax throughout the State of one mill on the dollar; (3) by a tax levied in each city, town, and plantation of not less than 80 cents for each inhabitant.

Money for providing school-houses, lots, furniture, &c., may be raised by vote of

school districts. If this duty be "unreasonably" neglected by districts, towns may assess the necessary tax on the district the same as if levied by district meeting.

Teachers must be examined by superintending school committees, and if found possessed of the requisite literary qualifications, with a good moral character and suitable temper and disposition to instruct youth, a certificate is given them.

Children between 9 and 15 years of age of sound mind and body must attend school at least 12 weeks in each year. A penalty for violation of this law not to exceed \$5 and costs is imposed on parents and guardians, and boys between 9 and 15 who neglect or refuse to attend must pay a fine not exceeding \$5.

Free high schools receive aid from the State amounting to one-half the sum actually expended by them for instruction, not however to exceed \$500 to any one town, provided that such sum is additional to that required by law to be expended for common school purposes.—(School laws of Maine, 1868.)

GENERAL CONDITION.

The statistics show an increase in the average attendance of pupils, in the value of school property, in the proportion of men teaching, and also in the number of teachers who were graduates of normal schools. There was, on the other hand, a decrease in the number of school population, of pupils registered, of school-houses in good condition and of those built during the year, in the average wages of teachers, and in the total receipts and expenditures for public schools.

On the whole, the State superintendent infers a healthy growth in the effectiveness of the schools. He claims that more and better work has been done at a reduced cost, that there has been more effective supervision resulting in better teaching and a more intelligent public interest. The free high schools too, he says, have exerted an influence in this direction, furnishing to pupils in the common schools incentives to labor. As a proof of the influence of high schools, it is mentioned that towns in which these schools have been sustained during the present year at a cost of \$1,000 or less show a gain in average attendance during the last 5 years of 1 per cent. more than the average gain throughout the State.

The decrease in teachers' wages is explained by the fact that the supply of persons desiring to teach was increased out of proportion to the demand by the "hard times," which threw out of other employments many who formerly taught.—(State superintendent's report, 1878.)

KINDERGÄRTEN.

For statistics of schools of this class, see Table V of the appendix, and the summary of this in the report of the Commissioner preceding.

TOPICS DISCUSSED.

Among other topics discussed by Superintendent Luce in his report for 1878 is that of the undue multiplication of school districts. In many parts of the State, he says, this has given rise to small, poorly taught schools, with short terms, and poor, ill furnished school-houses. He advises a judicious rearrangement, or, better still, an entire abolition of the school districts, and urges on the friends of common schools the agitation of such measures in the interests of economy as well as of reform in the system. It is suggested, also, that school officers, teachers, parents, and all interested should labor to increase the quality and quantity of common school work, by demanding the employment of professionally trained teachers only, and by securing an increase of the general and average attendance. To these ends, the sphere of free high school work should be enlarged and the quality improved. Young men and women who mean to teach should be urged to attend the normal schools, and the work of these schools should be so modified that pupils having the proper literary qualifications may graduate from the first course after one year's study.—(Report, 1878.)

CITY SCHOOL SYSTEMS.

OFFICERS.

These are superintending school committees and school agents, elected by the people. Some cities have also school superintendents.

STATISTICS.

City.	Estimated population.	Youth of school age.	Enrolment in public schools.	Average attendance.	Teachers.	Expenditure.
Bangor	19,380	5,586	3,495	2,686	95	\$36,951
Lewiston	20,000	5,054	3,371	2,216	77	35,721
Portland	36,500	10,800	6,161	4,225	109	77,198

ADDITIONAL PARTICULARS.

In *Bangor* the regular schools are classed as primary, intermediate, grammar, and high; unclassified suburban schools are also to be maintained. The high and grammar grades cover each a period of 4 years, the intermediate 2. Although 95 teachers were employed during the year, only 76 were required to supply the schools, which indicates too frequent change.—(Report.)

The *Lewiston* system comprised, in 1878, 1 high, 1 grammar, 9 intermediate, 27 primary, and 15 rural schools. The average expenditure for each scholar, based on average daily attendance, was \$16.11. A training class for teachers was maintained. In a manufacturing community like this, where many of the mothers work in the mills, it seems a necessity to admit children into the public schools who are too young for the ordinary public school studies; consequently, many of the features of the Kindergarten have been advantageously adopted in some of the primary schools. As an evidence of the popularity of the public school system, it is stated that there is but one private school in the city, the Nichols Latin School, connected with Bates College.—(Report.)

The public schools in *Portland* number 23, namely: 1 high, 8 grammar, 12 primary, and 1 ungraded, with a school for the deaf. Of the 109 teachers employed, 3 were special, being in charge of penmanship and drawing, music, and French, the latter in the high school.—(Report of school committee, 1878.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Maine has now 3 State normal schools, a new one having been established at Gorham in 1878. The people of Gorham have shown their zeal for its success by giving it an endowment of \$40,600 in property and money, including the building and grounds of Gorham Seminary, worth \$12,000. The school is thoroughly equipped and is under a principal of good reputation, who has a capable corps of assistants, with a fine building for school purposes. There is also a large boarding house for furnishing board at moderate rates. At the date of the State superintendent's report, about 80 pupils were in attendance, with the prospect that the number would reach 100 before the close of the term. The course of study covered one year.

In the two older schools, at Farmington and Castine, the course of training still extends over two years. It is suggested, however, by the State superintendent and by the principal of the school at Castine that an elementary or short course of one year should be arranged, which shall include the branches taught in common schools, with a thorough drill in the theory and practice of teaching, and that pupils be allowed to graduate after its completion. It is urged that such a plan may be expected to result in the thorough training of an increased number as teachers, since many who now take but one or two terms would complete a year, and many more who at present finish the short course with high rank would then take the full one.

There were about 400 students in attendance at Farmington and Castine during 1878. Each school sent out good, earnest, trained teachers. Besides these, large numbers of undergraduates went into the public schools, after having gained such an increase of skill and teaching power as to compensate the State for the cost of their tuition.

TEACHERS' TRAINING SCHOOL.

Besides the school at Gorham, the legislature in 1878 provided for the establishment of a training school for teachers in the Madawaska territory, so called, and appropriated for its support the sum of \$1,000. The people in this portion of the State are almost wholly French, and it is hoped by means of this school to Americanize them, introduce the speaking of English, and render them as far as possible homogeneous with the surrounding population. The school was opened at Fort Kent September 30, 1878, and during its first term had in average daily attendance 44 pupils. The common school branches were taught, English text books were used, and special attention was given to training pupils to speak and think in good English.

NORMAL DEPARTMENTS AND CLASSES.

The normal department of Oak Grove Seminary had an attendance of 62 students and that of the Maine Central Institute of 53. In the last a teachers' class of more than 50 outside of the regular normal classes was sustained during the fall term.—(State report, 1878.)

In *Lewiston* a class of 8 young women, generally graduates of the high school, receive a year's training as teachers by practice in primary grades, under the charge of a competent instructor.—(City report.)

TEACHERS' INSTITUTES.

The practice of holding teachers' institutes was abandoned in 1875, and these useful aids to normal instruction do not seem to have been since revived.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Free high schools were taught during 1878 in 150 towns, one less than the previous year, at a cost of \$106,557, a decrease for the year of \$5,353. They had a total attendance of 11,849, and an average attendance of 9,304. There were 2,699 pupils studying the ancient languages, 1,330 the modern, 3,312 the natural sciences, 3,795 higher mathematics, and 1,125 bookkeeping.

The State superintendent says it was to be anticipated that, owing to the hard times of the last year, the number of free high schools in the State and the amount expended for their instruction would show a marked decrease; and the fact that the decrease in these items has been small is conclusive evidence of their popularity and that they are doing a work which the people will not willingly have left undone. He notices, however, a purpose to attack, and if possible exclude, these schools from the system, and urges that the success of such a purpose would be most unfortunate for the educational interests of the State.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools, see Tables IV, VI, and VII of the appendix, and the summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Bates and Bowdoin Colleges and Colby University provide the usual classical course of 4 years; Bowdoin has also a scientific course of the same length, with provision for graduate and special study. In Bates College theological and preparatory departments are added; in Colby University, a select course and a preparatory department, including three academic schools, namely, Waterville Classical Institute, Hebron Academy, and Houlton Academy.—(Catalogues, 1878.)

For statistics of the above colleges, see Table IX of the appendix, and the summary of it in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Young women are admitted to Bates College and Colby University on the same terms as young men. A ladies' 4 years' collegiate course, leading to the degree of B. L., is also provided at Waterville Classical Institute. Maine Wesleyan Seminary and Female College, at Kent's Hill, is chartered as a college, and confers the degrees of A. B. and A. M., but its work is chiefly academic.—(Return, 1878.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Opportunities for scientific study are presented by the *State College of Agriculture and the Mechanic Arts*, the *scientific department at Bowdoin College*, and a *Summer School of Science* connected with Bowdoin College.

In the State Agricultural College, Orono, the plan of instruction remains as described in the report for 1877, embracing 5 full courses which lead to the bachelor's degree. The studies in the several courses are essentially the same for the first two years, special attention being given to the professional branches in the junior and senior years. The farm contains 370 acres of productive land well adapted to experimental purposes. Students are required to labor with their hands a certain part of each day, not exceeding 15 hours a week. In the lowest class the labor is on the farm and is paid for at the maximum rate of 10 cents an hour.

The scientific department of Bowdoin substitutes English for Latin and French for Greek. The course, including the chief branches of natural science, is of 4 years. Students in it may take a course in civil engineering. The summer school was for the instruction of teachers in the natural sciences.

For statistics, see Table X of the appendix, and the summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

Theology is taught at the Bangor Theological Seminary (Congregational) and in the theological department of Bates College (Free Baptist). Both have courses of study covering 3 years and require of those who are not college graduates an examination preparatory to admission. In the seminary at Bangor this examination is reported to be thorough; it must "be satisfactory to the faculty as a fit preparation for theological

study." The other demands at least such literary attainments as are necessary for admission to New England colleges.—(Catalogues and return.)

For statistics, see Table XI of the appendix, and the summary of this in the report of the Commissioner preceding.

Medical studies are pursued at the Medical School of Maine (a department of Bowdoin College) and the Portland School for Medical Instruction. In both these the course of study and conditions for graduation are essentially the same as in all "regular" medical schools which have not adopted a 3 years' graded course. The school at Portland presents, as elective studies, dental surgery, microscopy, and "the art of pre-scribing." Applicants for admission to each of these schools are examined as to their knowledge of the branches of a good English education. The school at Portland requires also an elementary knowledge of Latin and physics, and announces its intention to advance the standard as rapidly as may be consistent with the existence of the school. Encouragement is found in the fact that thus far the number of students has increased as the entrance examinations have been made stricter. The course here, while very thorough, is meant to be preparatory to that of other medical schools.—(Catalogues.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The only provision made within the State for the education of these classes is in a school at Portland connected with the public school system. This is a day school for the deaf and dumb, and had 9 pupils in 1878. Instruction was given by means of articulation and lip reading, rather than by the sign method.—(Portland city report, 1878.)

Other special students are sustained by State aid in institutions in other States, there being at least 52 deaf students so provided for.

REFORMATORY AND INDUSTRIAL TRAINING.

The *State Reform School*, Cape Elizabeth, reported at the close of 1878 a total of 179 pupils in school during that year, with 141 remaining at its close. The boys receive instruction in the ordinary common school studies, with such religious and moral training as is practicable, while such useful industrial occupations are engaged in as may promote health, aid in forming good habits, and prepare for future self-support. A system of rewards for industry and good conduct is mainly relied on for securing correct deportment, and this, with due provision for outdoor sports and amusements in good weather and material for useful reading in bad weather, is found to be generally successful.—(Report.)

The *Maine Industrial School for Girls*, Gardiner, receives girls between 7 and 15 years old who are in danger of becoming outcasts, and trains them in the common English branches of study, in morals and manners, and in the various household industries. Singing is much relied on as a means of at once interesting and refining the pupils committed to the school. Statistics for 1878 are wanting.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twelfth annual session of the State Educational Association was held at Brunswick, December 26-28, 1878.

In the primary school section the subjects discussed were "Primary work," "Form, number, and geography," and "School management;" in the grammar school section, "Limits of grammar school work," "Value of old style parsing and analysis," "Management of schools," and "How can the upper grades remedy the defective work of the lower?" In the high school section, the subjects were "Value of verbatim recitation," "Science in the high school—how much and how," "English composition," and "Classical studies." Before the general meetings, papers on the following topics were read and discussed: "The examination of teachers and schools," "Country schools of the past and present; their classification and needs," and "The free high school." The address of the president, Prof. Henry L. Chapman, of Bowdoin College, endeavored to show that the best and highest results of education depend on the intellectual and personal character of the teacher.

Among the prominent educators who were present and took part in the proceedings, besides President Chapman, were Superintendent W. J. Corthell, Rev. Dr. Robbins, president of Colby University, Prof. C. C. Rounds, principal of the State Normal School at Farmington, and Prof. G. T. Fletcher, principal of that at Castine. Three ladies participated in the proceedings.

Of the various questions discussed by the association, probably none received more attention than that of the "Free high school." The views expressed on this were, however, all on the side taken by the paper read, strongly in favor of the continued support of free high schools. This sentiment was expressed, too, in a resolution adopted

before adjournment to the effect that the association regarded the free high school as "an essential and most valuable element in our popular education, that the State has acted wisely in giving it encouragement, and that substantial support in the future will be a most profitable investment."

It was decided to hold the next meeting at Gardiner, beginning December 30, 1879.—(New-England Journal of Education.)

OBITUARY RECORD.

PROF. GEORGE W. KEELY, LL. D.

George Washington Keely was born December 25, 1803, in Northampton, England, where his father was pastor of a Baptist church till his removal to the United States in 1818.

The son pursued his early studies under private tuition in England and by himself after his arrival here. In 1820 he entered Brown University, graduating with the highest honors in 1824. From 1825 to 1828 he remained connected with the university as a successful tutor of Greek and Latin. On retiring, he was for one year associated with two other gentlemen in the establishment of a school of high grade at Providence. Up to this time his studies and teaching had been directed chiefly to the Greek and Latin classics. Called in 1829 to a professorship in Waterville College, now Colby University, he accepted it with the expectation of taking the chair of ancient languages, and was disappointed on being assigned to that of mathematics and natural philosophy. He gave himself, however, with such zeal and ability to his new department as to make himself master of it from the outset. For several months in 1833, and again in 1839 to 1841, he was called upon, as senior professor, to administer the government of the college, but he refused to accept the presidency. In 1849 he received from his alma mater the honorary degree of doctor of laws.

He held his professorship till 1852, a period of twenty-three years, winning from his pupils respect and admiration to a degree which has been very rarely equalled. The remarkable range and accuracy of his scholarship always kept abreast of the progress of learning; while the purity and elevation of his character, his grave, reserved, and dignified, but mild and delicately courteous bearing, precluding familiarity, though admitting the closest sympathy, created for him in the minds of his students entire and unquestioning confidence, conjoined with deep affection and reverence.

After his withdrawal from the college, in 1852, Professor Keely continued his residence in Waterville, sharing in the mathematical work of the United States Coast Survey and prosecuting continuously his private studies.

On the morning of the 13th of June, he was apparently in the enjoyment of his usual excellent health. A few minutes after dinner, while standing near the chair of his invalid wife, he fell dead, without a word or an indication of pain.—(From a memorial notice believed to be by Mr. C. E. Hamlin, of the Lawrence Scientific School, Harvard University.)

CHIEF STATE SCHOOL OFFICER.

Hon. N. A. LUCE, *State superintendent of common schools, Augusta.*

Hon. William J. Corthell occupied the superintendency in 1878. Resigning to take charge of the new State Normal School at Gorham, he was succeeded for a short time by Hon. N. A. Luce, he by Hon. E. R. Morris, and he again by the actual incumbent, Mr. Luce, whose term will be from January, 1880, to January, 1883.

MARYLAND.
STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 20) <i>a</i>	276, 120	276, 120	.....	.....
Enrolment in public schools.....	150, 276	156, 274	5, 998	.....
Average daily attendance.....	75, 726	81, 829	6, 103	.....
Colored pupils enrolled.....	.....	26, 216	.....	.....
SCHOOLS AND SCHOOL-HOUSES.				
Schools in operation.....	1, 956	1, 989	33	.....
Average duration of schools in days....	184	182	.....	2
Schools for colored children.....	.....	372	.....	.....
TEACHERS AND TEACHERS' PAY.				
Men teaching.....	.....	1, 295	.....	.....
Women teaching.....	.....	1, 776	.....	.....
Whole number of teachers.....	2, 906	3, 071	165	.....
Average monthly pay of teachers.....	\$41 95	\$40 43	.....	\$1 52
Teachers in colored schools.....	.....	472	.....	.....
RECEIPTS AND EXPENDITURES.				
Total receipts for public schools.....	\$1, 637, 583	\$1, 540, 861	.....	\$96, 722
Total expenditures.....	1, 637, 583	1, 593, 260	.....	44, 323
SCHOOL FUND.				
Amount of permanent fund.....	.....	\$906, 229	.....	.....

a Basis for apportionment. The age of admission for whites is 6 to 21; for colored, 6 to 20. The number here given is from the census of 1870, Maryland making no provision for a school census.

(Reports for 1877 and 1878 of Hon. M. A. Newell, principal of the State Normal School and ex officio State superintendent of public instruction, and a return.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public instruction and a State board of education; for counties, county examiners and county boards of school commissioners of 3 to 5 members; for districts, school trustees.

OTHER FEATURES OF THE SYSTEM.

The system comprises district and high schools, academies, a normal school for whites and one for colored youth, besides schools for the blind and for deaf-mutes, white and colored. State provision for superior instruction is made in the State Agricultural College, and, to some extent, also, in St. John's College, Annapolis; Washington College, Chestertown; and Western Maryland College, Westminster, which are aided by State funds.

There are four sources of public school revenue, namely: (1) A State tax of 10 cents on each \$100, which is distributed in proportion to the number of youth 5 to 20 years of age; (2) a county tax of 10 cents on each \$100, or as much more as may be agreed on by the county school commissioners and the county finance commissioners; (3) the income of the free school fund and academic donations, which does not average more than \$70,000 annually; (4) a small and uncertain income from fines and licenses and from intestate estates.

Teachers cannot be legally employed unless they hold certificates of qualification from county examiners or the State board of education, or else have normal school diplomas. It is forbidden to issue certificates to young men under 19 and to young women under 17 years of age. The county school commissioners are directed by law to establish one or more free schools in each election district for all colored youth between 6 and 20 years of age, which schools are to be kept open as long as other public schools in the county and to teach the same branches, provided the average attendance be not less than 15. They are to be supported by that portion of the public funds due the colored race in each county, estimated on the basis of their school population (5 to 20 years of age), together with the county school taxes paid by colored people and any donations that may be made for the purpose. A course of study for the elementary schools was adopted by the State board in 1874, and is required to be used.

GENERAL CONDITION.

The State superintendent reports that the public schools of Maryland have held their ground during 1877-'78 and even moved forward. The call for retrenchment has been nowhere loudly heard, but its effect has been to reduce the expenditures slightly below those of last year. The school rolls show 5,998 more names than in 1877 and a most encouraging symptom is that the average attendance has increased in greater proportion than the enrolment. The increase of average attendance is greatest where the teachers' salaries are, in part, contingent on the attendance of the pupils. That such an arrangement has a tendency to produce a show of attendance on the registers where it does not exist may be granted, but the vigilant supervision to which our schools ought to be subjected will prevent this tendency from developing bad effects. It may be thought very unreasonable to hold a teacher morally responsible for irregular attendance, often produced by circumstances over which he has no control; yet, when we see that the best schools have invariably the best attendance, there is some practical justice in an arrangement which gives the largest salary to the teacher of the largest school. Much benefit has been found from the use of postal cards with printed headings, sent weekly or semi-monthly by the teacher to the county examiner, giving a record of the attendance. The slight additional expense is more than repaid by the important information thus promptly given, which often shows the examiner where a visit from him is most needed.

NEGLECTED CHILDREN.

Superintendent Newell says that in a school census taken in 1876 in Baltimore there were 69,303 children between 6 and 18. Of these, 44.5 per cent. were in the public schools, 21 per cent. in private schools, and 34.5 per cent., or 23,736, not attending either. This, he says, is alarming, all the more because, though the facts have been laid officially before the public by the board of school commissioners in two successive annual reports, the publication has given rise to no action and has apparently attracted no attention. That in a city of 300,000 inhabitants there should be a large number growing up in ignorance of the rudiments of learning would not be of itself a dangerous symptom. It is in considering what at the present day are the necessary accompaniments of such ignorance that the full extent of the evil becomes manifest. It may readily be admitted that mere intellectual development does not insure good morals; that one may spell rightly and act wrongly; that accuracy in the multiplication table will not make a man honest; and that the ability to write may be perverted. Granting this, when boys and girls grow into men and women, and have not learned habits of obedience, order, regularity, and industry, either in the school or in the family (and where parents neglect the duty of sending children to school they will not, as a rule, perform the greater duty of bringing them up properly at home), they go into the world with every predisposition to evil, and they perpetuate their kind. Simple ignorance, if such a thing were possible, would not be very hard to contend against; but ignorance, with its usual adjuncts—lack of good family government, idleness, and vice—is the germ of a moral plague. Of the large number of children growing up without any good school or family training, Mr. Newell says, some may be reclaimed by the social and religious influences around them, but others will become loafers, tramps, paupers, and petty thieves. To lessen the number of these irreclaimables, the chief means, he thinks, must be not to teach them to read, write, and cipher, but to bring them under a system of training which shall make up for the lack of home training. The "neglected children" have no desire for education, but they want to make money. If they could see or if their parents could see that "there is money in it," there would be no trouble in getting them into school. Mr. Newell would have this made the magnet to draw them into school. By giving them a chance to make fifty cents a week, he says there will be five thousand in school who never were there before, and who, but for some inducement of the kind, would never be in school. The average annual cost per capita of the pupils now attending the public schools of Baltimore may be stated in round numbers at about \$15, and he thinks that the judicious expenditure of a like amount

would bring under humanizing and civilizing influences a large majority of the neglected children. To the question, Is it worth the money? he replies that nearly a million dollars, and indirectly many millions, are spent yearly for the punishment of crime and the support of paupers, whereas by bringing up the children in good habits there would be a saving in these directions. He therefore holds that a class of schools should be established especially adapted to these neglected ones, with suitable hours, studies, rewards, and punishments. It must be remembered, he says in this connection, that the parents are mostly poor and shiftless, eking out the family subsistence by the aid of these children, and that the little ones are to be assisted to become useful, industrious, and orderly. Some of the principal features of the new school, Mr. Newell thinks, should be, at first, only two hours of schooling a day; as to attendance, irregularity no cause for loss of privileges; rags and dirt tolerated at first; the methods of teaching, oral and objective; the studies, handwork made prominent, very little memorizing, much music and drawing; as to other occupations, calisthenic exercises, gymnastics, military drill, and some form of industrial occupation leading finally to the acquisition of a trade; as to rewards, a pair of shoes to the shoeless, when earned, but no charity, payment being made on a given scale for work done. The chief punishment should be loss of privileges. The teachers must be missionaries who seek out their pupils — not wait to be sought by them; must be thoroughly versed in the improved methods of elementary instruction; not dependent upon salary, but selected from those who can live without teaching and are willing to make their lives useful to others; and he does not doubt that there are many noble women who would volunteer if they could see that their labor would not be in vain.—(State report.)

CITY SCHOOL SYSTEM.

BALTIMORE.

Officers.—A board of school commissioners of twenty members, one from each ward, appointed by the city council; term of office, four years; duties, unrestricted control of the schools, except as to money, which must be voted by the city council, and teachers' salaries, which must be approved by the same. There is a city superintendent and assistant, the term of each being four years. A secretary is appointed annually by the board.

Statistics.—Estimated population in 1878, 302,839; youth of school age, 86,961; enrolled in public schools, 45,951; average attendance, 29,518; teachers, 820; expenditures for whites, \$597,948.94, and for colored, \$80,027.08; total, \$677,976.02.

Additional particulars.—The city in 1878 owned 57 school-houses, erected at a cost of \$1,097,194, 9 of these being for the colored schools, and rented 8 additional buildings. Eight evening schools were opened during the first part of the year, enrolling 1,154 pupils, but they were compelled to close from the want of funds. A Saturday normal class of 132 members did good work for the city during the year. The school system of Baltimore is conducted on the plan of separate instruction for boys and girls, no experiment in coeducation having been made, except in three or four rented school-houses, which were without the rooms necessary for a division of classes. Calisthenic exercises have been introduced in the different schools, and a battalion for military drill has been organized by the pupils of Baltimore City College. The teachers' association has arranged classes for special instruction in several branches, in which the more experienced teachers render gratuitous service to the younger members of the association, and an important beneficial association of teachers has been organized for their pecuniary benefit.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The thirteenth annual session of the *State Normal School*, Baltimore, closed in May, 1878, with 217 students on the roll, 139 being ladies. At the final examination at the close of the school 166 students were present; 30 were graduated, 26 of whom are now teaching. There were 12 instructors, 2 of them being non-resident. The average number of new students being about 100 and the average number of graduates about 30, what becomes of the remainder? Thirty per cent. graduate; 15 per cent. obtain certificates and teach without graduating; 20 per cent. are unable to pay their expenses longer than a year; and 35 per cent., by reason of inadequate preparation or defective capacity, are unable to maintain their scholastic standing. School commissioners, who have the appointing power, should see to it that no students are sent to the normal school to be trained at the expense of the State except such as they know to be in good health and to possess the requisite preparation and at least average intellectual capacity. The curriculum of the school, while neither tedious nor difficult, is sufficient; and, although some graduates show more skill as teachers than others, no one holding the diploma of the school has yet failed either in instruction or discipline. The number of years in the full course is three, but the studies are so

arranged that students who enter with sufficient preparation can graduate with ease in two years. There were 1,760 volumes in the library.—(Report and return.)

Colored Normal School, Baltimore.—This institution, designed to prepare teachers for the public schools for colored children, receives an appropriation from the State averaging about \$20 for each pupil. For 1878 it reported 4 instructors, 100 pupils, and 4 graduates. Drawing and vocal and instrumental music are taught with the other branches of study. A model school for practice is connected with it, and there is a library of about 1,000 volumes.

County Normal School, Cumberland.—This, the State superintendent writes, is a summer school, held for about 6 years past, which might perhaps be better termed a normal institute. The public schools of Alleghany County close about the last of May, and such of the teachers as can be induced to attend go then to this normal school for 3 months. The last principal is spoken of as a very successful teacher. He had 3 assistants and about 50 students, in addition to a normal class of 30.—(Letter from Superintendent Newell.)

Centenary Biblical and Normal Institute, Baltimore.—In a return for 1878 this school gave the total number of students as 75, of whom 30 were normal students. The course covers 5 years of 42 weeks each. At the end of the last year 4 students graduated, and 3 of these have since taught. There were 5 instructors, of whom 3 were non-residents. In addition to the regular studies, vocal and instrumental music and map drawing are taught.

St. Catherine's Normal School, Baltimore, sends a return for 1878, giving 9 instructors, 1 being non-resident, and 120 scholars, 40 of these being normal students. There was only 1 graduate during the last year. The full course is from 3 to 4 years. There were 400 volumes in the library.

TEACHERS' INSTITUTES.

Fewer institutes than usual were held during the year. The loss has been made up to some extent by a revival of county and district teachers' associations, Baltimore and Cecil Counties leading the way in this direction; but it is hoped that next year will witness a revival of the institutes.—(State report for 1878.)

EDUCATIONAL JOURNAL.

The Maryland School Journal, edited by the State superintendent and the president of the teachers' association of Baltimore, continued its monthly issues during the school months of 1878, discussing matters connected with the instruction and government of schools, and acting thus very much the part of a normal instructor for the teachers.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The State superintendent says that since the date of his last report he has visited many high schools and a considerable number of district schools in various parts of the State. He has thus been able to form an opinion respecting the general educational work, afterward verifying the results obtained by the study of written reports. The larger enrolment and better attendance recorded in the tables are but the outward signs of internal improvement: teachers are doing better work, and their work is gradually becoming better appreciated. The links between the district school and the college are not yet complete. Comparatively few of the counties on the Western Shore have county high schools, and in some nominal high schools no Latin is taught. It would be bad policy to push the high schools where they are not wanted, for at best a county high school exerts only a limited local influence; but a similar purpose is served by the infusion of a larger number of district school teachers who are qualified to teach the studies preparatory to college when called upon. It is from this source rather than from the organization of a large number of high schools, he thinks, that a revival of learning may be confidently looked for. This plan, too, has the important recommendation that it costs the public nothing beyond the maintenance of the ordinary district school.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of the 8 institutions for superior instruction in Maryland furnishing statistics for 1877-78, 4 report preparatory courses, and 6 report collegiate courses of from 3 to

6 years; 2 are arranged on the plan of independent schools. Washington, St. John's, and Western Maryland Colleges, receiving aid from the State, offer a limited number of free scholarships, in the case of the two latter institutions on the condition that students, after graduation, bind themselves to teach in the State for 2 years.

Johns Hopkins University provides instruction for both collegiate and university students. It thus supplies opportunities to study beyond the ordinary collegiate or scientific course, and at the same time recognizes the obligation to make the university available to the young men of Maryland who have had only such preparatory training as they could obtain at home in institutions already established. From the third annual register, it appears that the corps of teachers consisted of 6 professors, 14 associates, 1 resident lecturer, and 14 non-resident lecturers; and that the students comprised fellows, who act in part as instructors, and of whom there were 21; other graduates, numbering 42; matriculates, 25; and special students, 35; total, 123.

One of the objects of the university is to encourage original research in literature and science by the professors; therefore, it is sought to impose on them only so much of academic duty as may be a stimulus and a guide to deeper investigations in their fields of labor. Another object has been to encourage a general interest in literary and scientific subjects by means of afternoon lectures, open to the citizens of Baltimore; and no part of the university work has been more highly appreciated than this. During 1878 nearly two hundred lectures of this class were delivered before audiences varying from 45 to 195 persons. The State superintendent makes special acknowledgment of benefits which the teachers and some of the more advanced pupils of the State normal school derived from attending these lectures.—(State report and catalogues.)

For names and statistics of universities and colleges reporting, see Table IX of the appendix, and for a summary of them, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The names, locations, prevailing influences, and statistics of institutions devoted to the higher education of young women may be found in Table VIII of the appendix, and the summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The institutions in Maryland which give instruction in science are the State Agricultural College, College Station, Johns Hopkins University, Baltimore, and the Naval Academy, Annapolis.

In the *State Agricultural College* the course of study covers 4 years, embraces agricultural, scientific, and literary branches, and leads to the degrees of A. B. and B. S. The former is conferred on those who graduate in all the schools, the latter on graduates in the schools of astronomy, civil engineering, English literature, mathematics, physics, chemistry, and languages. To be graduated in agriculture, students must pass satisfactory examinations in English, mathematics, agriculture, and chemistry. State Superintendent Newell reports the Agricultural College in a prosperous condition, financially and educationally; the attendance not so large in 1878 as it had been, but the organization more complete, the discipline good, the facilities for learning quite equal to the demand, and the domestic department well managed. Agriculture is gradually assuming the rank to which it is entitled in such an institution, and there is a prospect of establishing one or more workshops in which the elements of mechanical industry may be learned in a practical way.—(Register and State report.)

Johns Hopkins University gives advanced instruction in physics, chemistry, biology, zoölogy, botany, physiology, histology, hydrouanics, and political science. Besides 85 special students in these subjects there were also regular students, the exact number of whom cannot be determined from the return received.

The prescribed instruction in the *Naval Academy* embraces scientific and literary branches, as well as those more directly pertaining to the naval service. The departments are those of seamanship, ordnance, and gunnery; mathematics; steam engineering; astronomy; navigation and surveying; physics and chemistry; mechanics and applied mathematics; English studies, history, and law; modern languages; and drawing. The course of study covers 4 years and is supplemented by 2 years of practical seamanship. The number of cadet midshipmen allowed is one for each member and delegate of the House of Representatives, one for the District of Columbia, and ten appointed annually at large. In addition to these, the law now provides for the appointment of 25 cadet engineers annually. The course of study for these also comprises 4 years at the academy and 2 at sea; and all who finally graduate are commissioned assistant engineers in the Navy, as vacancies occur. Candidates for admission to the academy as cadet midshipmen must pass a satisfactory examination in reading, writing, spelling, arithmetic, geography, and English grammar; those who

would be cadet engineers, in addition to the branches mentioned, are examined in algebra, through equations of the first degree, plane geometry, and rudimentary natural philosophy. They must also exhibit a fair degree of proficiency in pencil sketching and show evidence of mechanical aptitude.—(Annual register.)

For statistics of these schools, see Table X of the appendix, and the summary of it in the report of the Commissioner preceding.

THEOLOGICAL.

The schools for instruction in *theology* reporting for 1878 are the Centenary Biblical Institute, Baltimore (Methodist Episcopal); St. Mary's Seminary of St. Sulpice, Baltimore (Roman Catholic); Scholasticate of the Congregation of the Most Holy Redeemer, Ilchester (Roman Catholic); and Woodstock College (Roman Catholic). In Western Maryland College certain theological studies are pursued in connection with the collegiate course by students intending to enter that profession.

Centenary Biblical Institute is designed to prepare young men of the colored race to be gospel ministers and teachers. There is a preparatory course for those who are not qualified to begin the theological or normal studies, and a special course for students of advanced age, who may make such selections, under the direction of the president, as will accord with their previous attainments and the length of time they can devote to study. All, however, are advised to pursue the full course of three years when it is possible for them to do so.

St. Mary's Seminary reports a course of 5 years; but whether this includes preparatory instruction as well as theological is not stated.

The *Scholasticate* reports a course of 6 years in each branch, the preparatory and theological.

In *Woodstock College* the theological course covers 4 years; that in philosophy, 3.—(Returns and report.)

For statistics, see Table XI of the appendix, and the summary of it in the report of the Commissioner preceding.

LEGAL.

The only school of law reporting for this State is the Law School of the University of Maryland, Baltimore. Its course of study covers 2 annual sessions of 8 months each. No examination is required for admission, but it appears that 45 of its 62 students in 1878 had received a degree in letters or science.—(Return.) For statistics, see Table XII of the appendix, and the summary of it in the report of the Commissioner preceding.

MEDICAL.

The *College of Physicians and Surgeons* and the *School of Medicine of the University of Maryland*, both at Baltimore, present the regular 2 years' course of medical lectures and an optional graded course of 3 years. In neither is there any examination for admission. The College of Physicians and Surgeons reports a great increase in the number of pupils and also in the material advantages of the school for clinical and other instruction. In the medical department of the University of Maryland a summer course of medical instruction has been established which extends over 3 months and is free to all matriculates of the university.—(Returns for 1878 and printed reports.)

Dental instruction is given in the *Baltimore College of Dental Surgery* and the *Maryland Dental College*, also at Baltimore, both having courses of study covering 2 years.

The *Maryland College of Pharmacy*, at Baltimore, besides direct instruction in pharmaceutical manipulations, provides courses of study in materia medica and botany and in practical and analytical chemistry.—(Printed report, 1878.)

For statistics, see Table XIII of the appendix, and the summary of this in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

THE EDUCATION OF DEAF-MUTES.

The *Maryland Institution for the Education of the Deaf and Dumb*, Frederick, sends no report for 1878, but a return gives 9 professors and instructors (1 being a semi-mute) and 110 pupils, 3 of whom graduated and are teaching in other institutions. The course averages 4 years, and a few pupils take the higher mathematics and languages in addition to the common school branches. Shoemaking, cabinet making, and printing are also taught. The library has 2,000 volumes.

EDUCATION OF THE BLIND.

The *Maryland Institution for the Instruction of the Blind*, Baltimore, reported 49 pupils at the end of 1877; later, 21 were admitted and 12 discharged or withdrawn, so that 58 remained in December, 1878. Of this number, 16 were beneficiaries from the District of Columbia. There were 9 instructors (including the superintendent and 2 physi-

cians) and 3 blind employés and workmen. The English branches and music are taught, also broom and mattress making, the use of the sewing machine, and piano tuning and repairing. In addition to the 254 embossed books in the library, there were about 225 reference books for the use of teachers and others who see.—(Printed report and return.)

In connection with the two mentioned there is an *Institution for the Colored Blind and Deaf-Mutes*, Baltimore, which is not an asylum for indigent blind and deaf-mutes, but a school intended to furnish a suitable education to its pupils and to give them instruction in such trades as will assist them in their future support. Since its opening in 1872 there have been 52 pupils admitted, of whom 29 were blind and 23 deaf-mutes. At the end of 1877 the institution had 14 blind and 16 deaf-mutes, and during the following year 6 were received and 2 discharged, leaving 34 at the end of 1878. The attendance of the pupils was more regular in 1878 than before, and their progress more satisfactory. The larger blind boys were learning to make good brooms, while 4 of the larger deaf-mute boys were learning shoemaking. The girls and small boys were doing good work in plain sewing and knitting, and all were acquiring habits of industry and obedience.

REFORMATORY AND INDUSTRIAL TRAINING.

In the report from the *House of Refuge*, Baltimore, it is stated that since the commencement of the operations of the refuge in 1855, 2,844 inmates have been under its charge. The average number during the year 1878 was 224. There were 67 boys received during the year and 26 discharged, leaving 230, studying under 6 teachers, including 1 of music. The school department has 5 schools of different grades, in which the ordinary English branches and vocal and instrumental music are taught with gratifying success. The boys are also systematically employed at some handicraft, such as shoemaking, tailoring, farming, &c., so that they may have a remunerative occupation when discharged from the refuge. Some of the former inmates now hold places as organists, teachers of music, and leaders or members of choirs.

The *House of Reformation and Instruction for Colored Children*, at Cheltenham, sends no report for 1878; but at the end of 1877 there were 208 children under care, and since the opening of the institution in 1873 there have been 408 received. There were 3 teachers, and the school duties had been continued as usual during the year. Gardening, farming, tailoring, and shoemaking seem also to have been taught.

M'DONOGH INSTITUTE, OWINGS' MILLS.

This school, meant to train poor boys of respectable parentage at once in healthful physical occupation and in the elements of a good English education, with some instruction in modern languages, sends no report for 1878.

MARYLAND INDUSTRIAL SCHOOL FOR GIRLS, ORANGE GROVE.

This institution, in which are taught elementary English, French, and music, with domestic work, plain and fancy needlework, dressmaking, packing and canning of fruit, &c., sends no report for 1878. There were 25 girls remaining, at the end of 1877, out of the 47 who entered; and 3 teachers are mentioned, besides a superintendent.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

Superintendent Newell says that the State Teachers' Association met in Baltimore, in July, 1878; that the attendance was good, and the work interesting and profitable; and that some of the papers read deserve a permanent place in our educational literature. He gives no further account of the meeting, nor is it reported in the *Maryland School Journal*.

ASSOCIATION OF SCHOOL COMMISSIONERS.

The Association of Public School Commissioners held its annual meeting in Baltimore on December 16 and 17, 1878. Committees were appointed on the school law, to report what changes, if any, are needed; on the school fund, to report what steps are necessary to secure payment of that portion of the free school fund which was withheld in 1877; and on school-houses, to report on the best plans of school-houses, brick and frame, with one, two, three, and four rooms.

CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

MASSACHUSETTS.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Persons of school age (5-15).....	296, 375	297, 202	827	.....
Persons of all ages in public schools...	307, 832	310, 131	2, 349	.....
Persons under 5 attending.....	2, 058	1, 945	.....	113
Persons over 15 attending.....	28, 190	27, 404	.....	786
Average attendance.....	222, 704	228, 447	5, 743	.....
Ratio of average attendance to the number of school age.	72.34	76.85	4.51	.....
Number attending evening schools....	11, 529	11, 717	188	.....
Average attendance in evening schools.	5, 305	5, 552	247	.....
SCHOOLS.				
Number of public schools.....	5, 556	5, 730	174	.....
Number of high schools.....	216	216	.....	.....
Average length of term in days.....	175	176	1	.....
Number of evening schools.....	92	94	2	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	1, 176	1, 118	.....	58
Female teachers in public schools.....	7, 544	7, 390	.....	154
Number of both sexes.....	8, 720	8, 508	.....	212
Number trained in normal schools.....	1, 898	3, 060	1, 162	.....
Average monthly pay of men.....	\$82 22	\$75 64	.....	\$6 58
Average monthly pay of women.....	34 20	33 04	.....	1 16
Teachers in evening schools.....	445	457	12	.....
ACADEMIES AND PRIVATE SCHOOLS.				
Incorporated academies.....	44	64	20	.....
Average attendance.....	3, 939	8, 454	4, 515	.....
Aggregate tuition fees.....	\$131, 693	\$185, 334	\$53, 641	.....
Unincorporated private schools.....	335	399	14	.....
Estimated average attendance.....	15, 238	15, 540	312	.....
Estimated tuition fees.....	\$439, 603	\$325, 060	.....	\$114, 543
STATE SPECIAL SCHOOLS.				
Charitable and reformatory schools...	18	19	1	.....
Number of different pupils.....	1, 541	1, 219	.....	322
Average number of pupils.....	875	789	.....	86
Number under 5 years of age.....	40	15	.....	25
Number over 15 years of age.....	367	372	5	.....
Number 5-15 remaining at the end of the year.	443	500	57	.....
Male teachers in such schools.....	2	4	2	.....
Female teachers in such schools.....	16	15	.....	1
Length of term in months.....	12	12	.....	.....
INCOME AND EXPENDITURE. ^a				
Receipts for public schools.....	\$5, 481, 598	\$4, 535, 635	.....	.....
Expenditure for these.....	5, 582, 519	5, 166, 988	.....	.....
STATE SCHOOL FUND.				
Amount of available school fund.....	\$2, 067, 000	\$2, 067, 000	.....	.....

^a The figures for income and expenditure for school purposes here given are approximations only. The aggregate amount of local taxation is not reported by the secretary of the State board of education, but all the towns and cities of the State raised the \$3 per capita of their population of legal school age which entitled them to a share of the school fund. As many of them considerably exceeded the minimum set by law, the figures given are incomplete, and no comparison between the two years reported can safely be instituted.

(From State reports for the two years indicated, and especially from those of Hon. John W. Dickinson, secretary of the State board of education.)

STATE SCHOOL SYSTEM.

OFFICERS.

A board of education of 10 members attends to State public school affairs. A secretary of the board, appointed by it, performs substantially the duties of a State superintendent of public instruction. One or more agents, also appointed by the board, assist the secretary in the work of visiting schools and stimulating teachers to a higher standard. A State director of art education is the head of the State Normal Art School and has general supervision of drawing in the public schools of cities with 10,000 or more inhabitants.

‡ The local officers are school committees of 3 members or some multiple of 3, where the town system has been adopted, and prudential committees of 1 member each, where the district system is in operation. Superintendents of public schools are appointed annually in such towns as require this by a legal vote and in such cities as direct it by an ordinance of the city council.

The law provides that no person shall be deemed ineligible to serve on a school committee by reason of sex.

OTHER FEATURES OF THE SYSTEM.

The public school system comprises common, high, normal, evening, and industrial drawing schools; the normal schools include a normal art school.¹

In each town a sufficient number of schools for the education of all the children who may legally attend are to be taught for at least six months in each year. Reading, writing, spelling, English grammar, geography, arithmetic, drawing, history of the United States, and good behavior must be taught; and, if the school committee deem it expedient, algebra, vocal music, sewing, agriculture, physiology, and hygiene may be added. Every town containing 500 families or householders must also maintain a school in which instruction may be given in general history, bookkeeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of Massachusetts and of the United States, and the Latin language. In towns containing 4,000 inhabitants the teachers of these high schools must be competent to give instruction also in the Greek and French languages, astronomy, geology, rhetoric, logic, intellectual and moral science, and political economy. In towns or cities containing over 10,000 inhabitants provision must be made for free instruction in industrial drawing, under the direction of the school committee, either in day or evening schools, to all pupils over 15 years of age. Text books and stationery are to be supplied to pupils that cannot otherwise procure them.

Children between 8 and 14 years of age must be sent to a public school at least 20 weeks in each year unless other suitable provision be made for their education. Parents or guardians neglecting to comply with this requirement are liable to a fine (not exceeding \$20) unless their failure has been caused by poverty or by some disability on the part of the child. It is the business of truant officers to inquire into all cases of such neglect, and to prosecute when so directed by the school committee. No person may be excluded from a public school on account of race, color, or religious opinions.

Daily reading of some portion of the Bible, without note or comment, is required in the public schools; but no pupil is compelled to read from any particular version when parents or guardians express conscientious objections to such version.

No teacher can be legally employed in any public school until he has received from the school committee a written certificate of his qualification; and teachers of district schools cannot recover payment for services until they have filled up and completed, in accordance with law, the registers of schools kept by them.

Public schools are sustained by taxation and by the income from the State school fund. One-half the income of the fund is apportioned to the several towns in the State towards the support of public schools in general without a specific annual appropriation. The other half is devoted to the payment of specific appropriations made for educational purposes. Towns are not allowed their proportion of the public funds if they have failed to raise by taxation for the support of schools a sum equal to \$3 for every child of school age therein; this sum to be used only for wages and board of teachers, fuel for the schools, and care of fires and school rooms. All towns refusing or neglecting to raise money for public schools forfeit a sum equal to twice the highest sum ever before voted for the support of schools therein; and towns refusing or neglecting to choose school committees forfeit not less than \$500 nor more than \$1,000, to be paid into the county treasury.—(School laws, 1875.)

GENERAL CONDITION.

The schools of the State, Secretary Dickinson says, were on the whole in a flourishing condition in 1877-78, as shown by the percentage of attendance on them, by

¹ Union schools, "for the benefit of the older children of several associated districts," are also sanctioned by law.

the amount of money expended for their support, and by the great interest the people took in their welfare.

The statistics show an increase for the year of 827 in the number of youth 5 to 15 years of age, of 2,349 in the public school enrolment, and of 5,743 in average attendance. The number of public schools in operation was 174 more than in 1877, and of evening schools 2 more, while that of public high schools remained the same. There were also in operation, besides the 5,730 public day schools, with their 310,181 pupils, 399 private and parochial schools, with 15,540 pupils, and 64 academies, with 8,454 pupils, making a grand total of 334,175 attending public and private schools and academies, or 36,973 persons more than the number of legal school age (5 to 15). On the other hand, there was a decrease of 212 in the number of teachers employed in day schools, and of \$6.58 in the average monthly pay of men and \$1.16 in that of women, although the number of teachers who had been trained in normal schools was 1,162 more than in 1877.

The secretary says that the teachers of the State are, on the whole, able and faithful; but that there are many who do not possess the natural and acquired gifts that make a complete teacher, the demand not being urgent enough to call the best talent into the profession. The economical spirit of the people has led them to reduce educational appropriations, in some cases to the great injury of the schools. Not only has the length of term been shortened in many towns and the pay of teachers cut down, but in numerous cases cheaper and poorer teachers have been substituted for those of experience and skill, and means of illustration greatly needed have not been supplied. Generally the old rote methods of teaching are still practised, though much has been done by graduates of normal and training schools, by teachers' institutes, and by school superintendents towards breaking up this unnatural method of using words unassociated with ideas. The inadequacy of the State school fund, too, cramps educational work and renders necessary an annual appropriation to meet deficiencies. Still, notwithstanding these imperfections, continued improvement is looked for in view of the earnest desire for it that appears in school officers, teachers, and people.—(State report for 1878 of Hon. John W. Dickinson.)

APPENDIX TO STATE REPORT.

Following the reports of the State board of education and its secretary for 1877-78 are some valuable papers: (1) D. F. Lincoln, M. D., of Boston, on "Hygiene of public schools in Massachusetts;" (2) Carroll D. G. Wright and H. G. Wadlin, on "The results of the Massachusetts public school system;" (3) an outline course of study for the primary and grammar schools of Boston, with accompanying suggestions; (4) a preliminary report by the subcommittee appointed to prepare a course of study for the public schools of Norfolk County, presenting such a course for three years.

NEW LEGISLATION.

The following modifications of the school laws were passed and approved in 1878: (1) School committees were authorized to furnish stationery as well as school books at cost to all pupils, and without charge to those whose parents should be unable to supply them; (2) a former act allowing committees to approve private schools as places for instruction of public pupils was restricted by requiring satisfactory evidence that the teaching corresponds in thoroughness and efficiency with that in public schools, and that the progress of pupils in the studies required by law equals that in like studies in the public schools; the instruction in these schools, moreover, is to be in English; (3) it was made the duty of every city and town with 5,000 or more inhabitants to take action for the care and education of neglected children, which in 1867 they had only been empowered to do; (4) neglect to enforce the laws of the Commonwealth relating to truancy was added to the other items of neglect which should forfeit to towns and cities their share of the distributable school fund, this, however, not to take effect till 1880; (5) the law relating to the employment of minors was amended by requiring persons having children under 16 years of age in their employ to keep on file, and exhibit on demand to the truant officers, a certificate from the school committee of the age and place of birth of every such child and of the amount of his or her school attendance for the year preceding employment; the penalty for neglect of this requirement being \$20 to \$50. After May 1, 1880, no child that cannot read and write may be employed in any manufacturing, mechanical, or mercantile establishment while the public schools of his town or city are in session.

KINDERGÄRTEN.

For information respecting these institutions in the State, see Table V of the appendix following, and a summary of its statistics in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

School committees consisting of some number divisible by 3, with provision for change of one-third at the annual elections, form the rule in the cities of the State as well as in the towns. These committees usually choose a superintendent, to whom is given the general control and supervision of the schools. Boston, besides a superintendent, has a board of supervisors, not to exceed six, to visit and examine the schools.

STATISTICS. *a*

Cities.	Population in 1875.	Children of school age, 5-15.	Enrolment. <i>b</i>	Average attendance.	Teachers.	Expenditure.
Adams.....	15,760	2,995	2,995	1,821	67	.....
Boston.....	341,919	58,034	54,098	43,466	1,093	\$1,695,777
Cambridge.....	47,838	8,218	9,521	6,557	186	168,938
Chelsea.....	20,737	3,169	3,919	2,942	67	.....
Fall River.....	45,340	9,047	9,376	5,597	129	143,272
Fitchburg.....	12,289	2,065	2,505	1,868	59	37,912
Gloucester.....	16,754	3,843	4,256	3,097	101	53,453
Haverhill.....	14,628	2,591	2,921	2,311	70	.....
Holyoke.....	16,260	2,523	2,031	1,301	42	33,524
Lawrence.....	34,907	6,088	5,000	4,082	122	\$64,704
Lowell.....	49,688	7,540	8,089	5,357	156	\$127,048
Lynn.....	32,600	5,799	5,650	4,409	117	107,208
New Bedford.....	25,876	4,208	4,122	3,394	103	.....
Newburyport.....	13,323	2,511	2,285	1,532	46	.....
Newton.....	16,105	2,881	3,382	2,454	86	83,606
Pittsfield.....	12,267	2,483	2,411	1,620	68	29,917
Salem.....	25,955	4,460	4,160	2,766	86	79,862
Somerville.....	21,868	4,157	4,906	3,549	88	\$84,692
Springfield.....	31,053	5,375	5,877	4,332	116	84,796
Taunton.....	20,429	3,206	3,629	2,681	71	47,158
Worcester.....	49,317	9,097	9,901	6,802	177	141,678

a For the sake of uniformity, the statistics here given are taken from the tables appended to the State report for 1877-'78, except as respects expenditures. These and the additional particulars are from written returns and published reports of the cities mentioned. Adams, the first mentioned, has been divided since the year to which these statistics relate, and the population of the part which retains that name has been brought below the minimum (7,500) required for notice in the city table of this Bureau. It will not, consequently, appear again till its population reaches that number.

b The enrolment in this State often exceeds the number of children of school age because of the narrow limits of that age.

c From a census taken in May, 1876.

d From city report of 1878.

ADDITIONAL PARTICULARS.

Boston in 1877-'78 had the following day schools: 1 normal school for girls, with an average enrolment of 83 pupils; a Latin school for boys, with an average of 388; a Latin school for girls, with an average of 23, besides 7 other high schools, with a total average of 1,582; grammar schools, 49, with 26,189 as a total average enrolment; primary schools, 116; average enrolment, 19,088. After a long discussion as to the admission of girls into the Latin school for boys, a Latin school for girls was opened in January, 1878. It is meant to give girls a fair preparation for the collegiate courses now open to their sex and to qualify them for higher work as teachers. The normal school gives professional instruction to such female graduates of the high schools as desire to become teachers in the public schools of the city. A Kindergarten, established in 1870, prepared children 3 to 6 years old for promotion to the primary schools when qualified. In the primary schools, besides the rudimentary literary studies, the regulations require that instruction in vocal music be given one hour a week and instruction in drawing 2 hours each week by the regular teachers; that in the grammar schools the training in these branches shall be continued, though half an hour less is given to drawing; and that in the fourth, fifth, and sixth classes of each grammar school instruction in sewing shall be imparted twice a week, for one hour at a time, by special teachers, with the assistance of the regular ones. Physical exercises in concert are also to be gone through with in each school room, under the regular teacher, for not less than five minutes of each session. Morals, manners, and deportment are to be cared for by every teacher. In the high schools there are special teachers of drawing, music, French, and German; those for the two former giving some attention also to the lower schools. For the girls' high schools there is a teacher of gymnastics; for the boys' schools, one of military drill.

Besides the day schools, there were reported, for the half year ending with March, 23 evening schools, 16 of them for elementary instruction, with 108 teachers and 4,744 pupils; 6 for instruction in drawing, with 15 teachers and 1,634 pupils; and 1 for

high school studies, with a total registration of 2,597 pupils, under an average of 11 teachers.

In March, 1878, the city lost the valuable services of Mr. Philbrick, who had been superintendent of its schools for twenty years in all and had done much to regulate their grades, improve their methods, and secure for them the reputation which they now enjoy. His parting words refer little to himself, his services, or his success, but are largely devoted to an argument for the retention of a high standard in the city schools. Ridiculing the frequent cry that too much education is now given, he says it is not so at present, and that under a voluntary system there is no danger that it will be so; that people are suffering not from being too well educated, but from not being educated well enough; and that, as Jules Simon says, "The first people is that which has the best schools; or, if it not the first to-day it will be the first to-morrow."—(Thirty-third and thirty-fourth semiannual reports and regulations of the public schools, 1878.)

At Cambridge the whole number of day and evening schools was 37 in 1878, embracing 1 training school to prepare teachers, 1 high school, 7 grammar schools, 20 primary, 6 ordinary evening schools, and 2 evening drawing schools. The teachers included a teacher of music and 1 of sewing. The training school is said by the committee to have done very thorough work in 1877-78, and like praise is given to the high school. The grammar and primary classes connected with the training school have been for several years continuously under the same teachers, and (probably largely from this cause) are spoken of as "model schools, and as such invaluable in their educational service to future teachers." Sewing was introduced into one of the grammar schools in the opening session of 1877-78 and continued throughout the year, apparently with general approval. For the first time since 1874 a report of the work of truant officers under the charge of the committee is presented, showing that during the year they had attended to 7,822 cases in which complaint was made of absence, tardiness, or truancy. Of these, 6,367 were cases of absence, 1,432 of which were found to be from sickness, 591 from destitution, and 3,548 from excuse by parents. Of the truants found, 7 had in the year been prosecuted to conviction, 45 were held on probation, and others either restored to their own school or placed in a school in which such pupils receive special attention.—(Report, 1878.)

Fall River had 32 school buildings, with 7,690 sittings for study, and, in addition to the regular branches, music, drawing, and sewing were taught by special teachers.—(Return for 1878.)

Fitchburg reports 1 high school, 3 grammar schools, 7 intermediate, 10 secondary, 10 primary, and 8 ungraded. An increased attendance on the schools is attributed partly to the action of the truant officer of the board, partly to a lack of employment for the children. Singing, writing, and drawing were taught by 3 special teachers. An evening drawing school had 42 pupils under 2 teachers; and an evening common school had 130 pupils under 10 teachers.—(Report for 1878.)

Gloucester in 1878 reports 1 high school, 7 grammar, 4 mixed schools, and 16 primary. There were also 3 extra schools held during the winter months of 1877-78, each in charge of 1 male teacher, and enrolling together 92 pupils, of whom 66 were beyond the legal school age. On account of the proportionately large expense of these short schools and the comparatively small average attendance, Superintendent Marvel advised the substitution for them of a central ungraded school, to be maintained during the school year for pupils whose necessary employments prevent them from getting the full benefit from attendance on closely graded schools, for those whose parents wish them to avoid what they consider "ornamental branches," and for such older boys as may be willing to submit to the same restrictions as other pupils. In September, 1878, the school committee received from Miss Marion Hovey, on behalf of the trustees of the estate of the late George O. Hovey, an offer of \$600 to start some well devised plan for the industrial education of the school children. In accordance with a suggestion which accompanied the offer, the committee, on accepting it, made arrangements for teaching sewing to girls in the two upper classes of 3 schools, and the use of carpenters' tools to four other classes, consisting of 42 boys and 6 girls. The object of this instruction is not to teach a trade, but to supplement education of the brain by education of the hand and eye. The pupils are said to have been interested in the work and to have made highly satisfactory progress.—(Report.)

Holyoke reports 39 schools below the high school, 3 of them ungraded, others primary, intermediate, and grammar. There was a gradually increasing attendance, only 229 children being neither at work nor in school. The school rooms were crowded to their utmost capacity, in 14 school buildings, with 1,615 sittings, and a building was in process of erection. The 2 evening schools had an enrolment of 519 pupils and an average attendance of 262. The evening school at South Holyoke was reported to be the most successful ever held in that part of the city. In the day schools the common school branches, drawing, and music were taught.—(Report and return for 1878.)

Lawrence reports 1 training school, 1 high school, 3 grammar schools, and 15 middle and primary, in 20 school buildings. There was an increase in attendance in all the

grades, several new schools being established and assistants being needed for the first time in many rooms. Through earnest efforts to make the schools attractive, the average attendance was nearly 95 per cent. of the average belonging. Music, drawing, and other studies were added to the grammar school course, and the high school course has been extended to cover four years instead of three. The free evening schools were continued, as also the evening drawing school; and a high school department was added, partly for the benefit of those who wished to prepare themselves for business, partly for others who, for want of preliminary training, were unprepared for the work in the evening drawing school; attendance in these schools, 652; teachers, 42.—(Report and return, 1878.)

Lowell reports 1 high school, 8 grammar, 1 intermediate, 2 mixed, and 67 primary day schools. There were 3 more schools, 5 more teachers, 547 more children of school age, and 404 more in the average belonging in 1878 than in 1877. The attendance in all the schools was 91 per cent. of the enrolment. A new primary school building was erected, but, as one was sold, the number of school-houses remains 41. The city reform school had 153 under instruction during the year, and 65 pupils remaining in December, 1878. A mill school numbered 97 scholars, with an average attendance of 42. Evening schools, 5 in number, including a high school, were in session 64 evenings, with 1,397 pupils; average attendance, 524, and 63 teachers. The course of instruction was unchanged, and each school was graded as far as possible.—(Report for 1877-78.)

Lynn had 98 school rooms, each under one teacher. The evening schools were continued. There were special teachers for drawing, music, and penmanship.—(Return for 1878.)

Marlborough had 2,127 children of legal school age; 2,137 in school; 11 school-houses, with 1,950 sittings; and a total expenditure for 1878 of \$20,661.—(Return for 1878.)

Milford reports a thorough revision of the school course, with an almost entire change of text books, and great increase in the efficiency of the schools.

Newton reports 3,359 pupils in 1878, with an average daily attendance of 2,527. The 18 school-houses, with 3,676 sittings, and grounds were all in excellent condition. Regular bimonthly meetings of teachers of all grades were carried on during the year, at which the results of actual experiments and methods of the school room were reported. The plan seems to be of advantage in the successful working of the entire school system. The military drill introduced in 1877 in the high school was continued. French and German were taught, and the pupils in German had a conversation class outside of the school which was extremely popular. An evening school, with 2 teachers, was reported.—(Report and return for 1878.)

Northampton estimated its population as 10,950 in 1878. There were 2,088 children of legal school age, and 2,073 in school under 57 teachers, in 23 school-houses, with 3,000 sittings. There were 2 special teachers for drawing and music employed. The value of school property was \$91,000.—(Return for 1878.)

Pittsfield had 49 school buildings, with 2,169 sittings; also, 14 ungraded schools.—(Return for 1878.)

Quincy presents a report for 11 months of 1878 which is a model of its kind; the committee state in what directions they have found advantage from the system pursued for four years past and the superintendent tells how these advantages have been secured. A great improvement in reading, in arithmetic, in the use of language and composition, and in the moral atmosphere and spirit of the schools is said to have been secured, and all this at less cost per capita than before the present system was introduced. The means used to secure these improvements, the superintendent says, has been mainly the instructing of teachers to apply the science of instruction. To this end, meetings of teachers have been held often and books on teaching have been furnished. The superintendent has himself taught classes almost every day to show how they should be instructed, and he has followed different methods of teaching step by step, with kind criticism, many times giving aid, until some definite results were reached. By a system of constant examination weaknesses in the work were found and were traced to defects in teaching. Teachers were shown that to strengthen the minds of their pupils they must base all instruction on the actual knowledge gained by the pupils, and that no step can be taken in advance of what the pupil knows and does; and, from the conviction that much depends on beginning rightly, great pains were taken to train for the lowest classes good primary teachers who would be patient, gentle, kind, and yet thorough in instruction. It is not claimed by the superintendent that the Quincy system is original, but only that it is a fair application of well established principles in a sphere in which he has enjoyed special advantages from the full confidence reposed in him by the committee.

Salem reports 79 schools, viz: 1 special, 1 high, 28 grammar, and 49 primary. At the drawing schools free hand and mechanical drawing, composition, design, modelling in clay, and charcoal and crayon sketching were taught, and there was also a normal class for industrial art. Instruction in vocal music was given in the primary and grammar schools, but not in the high school. The percentage of attendance on average belonging in all the schools during the year rose from 88 to 90. A special school

for children employed in the Naumkeag Mills had 129 pupils, with an attendance, when last reported, of 40 each half day; this was less than usual, because children's labor was dispensed with in the mills and many had joined the public schools.—(Report for 1878.)

Somerville organized 4 new schools during 1877-'78, with the prospect that an additional one would have to be formed at the beginning of the next school year. There were 82 day schools, divided into the usual 3 grades, primary, grammar, and high, and 1 evening school. In all the schools prominence was given to the study of language. In the primary departments improvement was made in all branches. There were 32 graduates from the high school and 126 from the grammar, 92 of whom entered the high school.—(Report and return for 1878.)

Springfield, for 1878, reports 28 day schools, 8 of them ungraded or mixed, with 4 evening schools, 2 of which are for drawing. There were 109 teachers, 2 of them special for drawing and music. The drawing school enrolled 135 and the evening schools 352. The attendance at the day schools was slightly greater than in 1877. The increase of attendance in the high school necessitated an extra teacher for a part of the time, and the graduating class was nearly double the ordinary number. The excellent results of the careful and systematic instruction in drawing commenced a few years ago in the primary grades were realized in the upper grades of the grammar school and in the work of the class organized in the high school.—(Report for 1878.)

Taunton had 36 schools, 17 of them ungraded, 3 evening schools, 1 high, 5 grammar, and 10 primary. The estimated value of school property was \$202,000.—(Return for 1878.)

Waltham had 10,500 population, with 1,995 children of school age, 1,762 of whom were in 18 school buildings, under the charge of 43 teachers. There was 1 evening school; also a special teacher for music in the day schools. The total expenditures for 1877-'78 were \$28,240, and the school property was valued at \$180,000.—(Return for 1878.)

Woburn had in 1878 an estimated population of 10,445; youths of school age, 2,267; enrolment in public schools, 2,198; average attendance, 1,775. There were 20 different school buildings, with 2,332 sittings, 36 teachers, and a music teacher. The school property was estimated at \$213,500; the total expenditures at \$26,593.—(Return for 1878.)

Worcester reports 36 school buildings, with 8,997 sittings, and 11 evening schools, 5 of them for drawing. There was an increase of 383 pupils in 1877-'78. At the end of the June term 56 pupils graduated from the high school. Special teachers for drawing and music were employed. A new school-house was erected and other accommodations required were provided. Of the teachers employed in the schools, 100 were graduates of the Worcester Training School or of a State normal school.—(Report for 1878.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State sustains 6 of this class of schools, 5 of them (at Bridgewater, Framingham, Salem, Westfield, and Worcester) for the training of the ordinary teachers for the public schools, and 1 (the Normal Art School, at Boston) to prepare trained instructors in industrial art for the schools of towns and cities that must teach it in their schools. The number of pupils in all these schools for the year 1877-'78 was 1,136, of whom 265 were in the Normal Art School; graduates for the year from the 5 first mentioned, 201; certificated pupils from the art school, 68. Secretary Dickinson says that more than 90 per cent. of the graduates of the normal schools find employment as teachers within the State, and continue teaching on an average for six years, a large number making it a lifework. According to the last report received from the towns, there were then 1,411 persons teaching who had attended these schools without graduating, besides 1,649 who had graduated, some from a two years' course, some from a four years' course, making in all a number equal to 35 per cent. of all the teachers in the public schools. In view of the good work which these trained teachers generally do, in view of their influence on other teachers in improving methods of instruction and of discipline, and in view of the esprit de corps which they excite in favor of high professional attainments throughout the great body of educators, it is evident that the State gets back a full return for its expenditure on the normal schools.

In the Normal Art School, since its foundation in 1873, there have been in all 1,162 pupils under training, of whom 746 were young women. Its course is of four years.

Besides the State schools there is in Boston a City Normal School for Girls, which in 1877-'78 had 102 pupils and graduated 58. Cambridge, too, had a training school for her teachers, which admitted 15 pupils in September, 1878, and Quincy another, which numbered 34 in that year. One at New Bedford has made no report.

TEACHERS' COURSES.

Both Harvard University and Wellesley College now offer courses for the training of teachers, the former especially in the natural sciences in the Lawrence Scientific School throughout each session, and in botany, chemistry, mineralogy, and geology during vacation.—(Catalogues.)

TEACHERS' INSTITUTES.

Institutes, commencing September 4 and ending November 16, 1878, were held in seven of the fourteen counties of the State, 82 towns with 1,215 members being represented. Their general purpose is to aid teachers in their work by showing them better methods of teaching and better plans of school organization. The length of sessions was limited to two days each, with two or three evening lectures, while actual teaching was substituted in most cases for talking and lecturing. The policy of organizing small institutes was adopted, so as to visit the smaller towns and thus make the work resemble more that of a school. In this way both teachers and citizens have been admitted, and the interest and enthusiasm excited were never greater than in the meetings of 1878.—(State report for 1877-78.)

EDUCATIONAL JOURNAL.

The New-England Journal of Education, published weekly at Boston, rendered in 1878, as previously, invaluable aid to the teachers whom it reached, alike by its full educational intelligence and by numerous articles of special correspondents relating to means of improvement in school work. The Primary Teacher, issued monthly from the same office, but under another editor, did its fair share in the same general direction, devoting itself especially to the interests of primary and Kindergarten instruction. Good Times, also monthly, Boston, rendered educational service in another line by furnishing for day and Sunday schools much useful matter for school exercises and exhibitions.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There were 216 of these schools, with 19,547 pupils and 595 teachers, reported in 1877-78, most of them maintaining their usual standard of excellence. The high schools of Boston and Cambridge rank as fitting schools for college or as seminaries for the higher education of pupils whose school life is to end in these institutions. The school in Salem admitted pupils from neighboring towns in which there were schools of a like grade. The Springfield high school course was so arranged that the most practical branches were taught in the first and second years, thereby enabling those who only remained a short time to acquire a knowledge of the subjects which would be most useful to them in after life. In general there were both classical and English courses of 4 or 3 years, although in some cases the course was rated as 3 years when it practically covered 4 years. The question whether it is expedient for the State, in making provision for education at the public expense, to go beyond the elementary stage, seemed to still engage the attention of superintendents and school committees. Some considered that the arbitrary standards of admission to the high schools and the repressive examinations deterred many children from entering them who otherwise would have done so; moreover, those who only finished the grammar school course often hold higher rank in their professions than those who have passed through the high schools. Other school officials urged the advisability of having ungraded schools or greater flexibility in the course of study now pursued in graded schools. In Boston the question was practically treated by establishing two new high schools in addition to the nine institutions for secondary instruction supported at the public expense. The Boston schools also employed special teachers of gymnastics, military drill, drawing, music, French, and German. Mr. Eliot, the new superintendent, advocated fewer studies and more time devoted to them, as with the many branches taught little opportunity for a thorough knowledge is given.—(Report of State board of education and city reports.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools for colleges, see Tables IV, VI, and VII of the appendix. For summaries of these, see the report of the Commissioner preceding. The statistics of preparatory departments of 3 collegiate institutions may be found in Tables IX and X of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

At *Harvard* the number of undergraduates at the beginning of 1877-78 was 10 less than in 1876-77; but this slight loss was subsequently recovered, the students of the

college proper numbering 813 in that year, and those of the university throughout, 1,344, besides 51 in summer courses. The schedule of elective collegiate studies was somewhat reduced by placing in graduate courses a few of the more advanced, making, with those already there, 33 courses for graduates, in addition to collegiate electives to which they are also admitted. Among new courses established in the undergraduate department, in place of those removed, was one in English, open to seniors only, for testing the practicability of instruction in oral discussion; one in historical French prose; an advanced course in German literature since 1850; and a course on the revival of learning and the reformation. The general effect of these changes is an apparent diminution of the number of courses for undergraduates from 105 to 92; but as undergraduates who are qualified for such studies are admitted to graduate courses by special vote of the faculty, their opportunities for study have, in fact, been materially increased. It was decided to extend to juniors the privilege of voluntary attendance on recitations hitherto enjoyed by seniors. It is said that the results of 4 years' experience with the seniors recommend the plan, and that the policy of the college is now settled in conformity with the general tendency of the university towards individual freedom and responsibility.—(Annual report, 1877-'78.)

At *Boston University*, among the changes noted in the president's report for 1877-'78, is the addition of 4 new members to the board of trustees, 2 of them women. These ladies, Mrs. Augustus Hemmenway and Mrs. Mary B. Clafin, were the first to receive the honor of membership in the corporation, although its laws were at the beginning framed to secure the eligibility of women. The position of this university in favor of coeducation has involved it in a large correspondence with inquirers, many of whom represent institutions of importance in our own country or abroad. Within a single month of 1878 the results of its experience in coeducation were asked for by 3 important universities (the oldest in the United States, one in Canada, and one in Australia), in each of which the question of the admission of women was under consideration. The measures adopted two years ago, adding to the preliminary examinations for the purpose of limiting the admissions to the college of liberal arts, have worked as anticipated, the classes having remained of the size desired and having shown each year a higher scholarship at the time of admission. Several important new courses of instruction are announced for the school of all sciences, and new degrees have been made attainable. The whole number of students in all departments of the university in 1878 was 667; of these, 107 belonged to the college of liberal arts, 16 to the college of music, 89 to the school of oratory, and 23 to that of all sciences. The percentage of young women relative to the whole attendance has continued to increase, and in 1878 was 25.78.—(President's report.)

The other institutions reporting—*Amherst*, *Tufts*, *Williams*, and *Boston Colleges*, and the *College of the Holy Cross*—all have full collegiate courses; *Amherst* and *Tufts*, courses in science covering 3 years also.

For statistics, see Table IX of the appendix, and a summary of this in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

There are reports for 1878 from 9 institutions for the superior instruction of young women. Of these, however, only *Wellesley* and *Smith Colleges* are authorized to confer collegiate degrees, in both of which the aim is to furnish an education equal to any given young men in the United States. The course covers 4 years, including classical, scientific, literary, and art studies, and the requirements for admission are equal to those in the best colleges of the country.

At *Smith College* the study of art and music has been made an optional part of the regular college work, and does not now involve extra cost for tuition. An art gallery has been furnished with casts of noted statues and several hundred autotype copies illustrating the different schools of painting. Practical instruction in vocal and instrumental music is given, but only to those familiar with elementary principles and exercises.—(Report, 1878.)

Wellesley College, in September, 1878, introduced a new course which covers 5 years and adds to the collegiate a thorough scientific training in music. It is considered impossible for students to acquire a thorough musical training, while pursuing the prescribed collegiate studies, without injury to health; but by studying another year they may graduate in any of the 4 year courses and at the same time obtain an excellent musical education with even less pressure than is imposed by the ordinary course. For the same reason it has been decided to establish a similar course in art, to begin in September, 1879.¹—(Calendar.)

Under the auspices of a society of ladies of Cambridge, arrangements were made in the winter of 1878 for utilizing the teaching force and to some extent the apparatus of *Harvard* for the education of young women. On the 22d of February the ladies

¹A school of cookery was opened in the vicinity of the college in the spring of 1878, adding another to the many advantages for thorough training previously possessed by the young ladies.—(The Dartmouth.)

were able to announce that a number of Harvard professors and instructors had consented to give private tuition to properly qualified young women who might desire to pursue advanced studies at Cambridge, while others would assist by advice and by lectures. The grade of instruction was to be essentially the same as in the college. The ladies of the association with whom this plan originated engaged to see that young women coming to Cambridge to study under it should find suitable lodgings and be aided with advice and other friendly offices. Of the progress of this movement due notice will be taken in the report of the Commissioner for 1879.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The chief provisions for scientific instruction in this State are in the Massachusetts Agricultural College, Amherst; the Massachusetts Institute of Technology, Boston; the Worcester County Free Institute of Industrial Science, Worcester; and the Lawrence Scientific School, of Harvard. There are also other courses of science at Harvard in the astronomical observatory department, the museum of comparative anatomy and zoölogy, and the Bussey Institution, besides a number of summer scientific courses. Amherst, Smith, and Wellesley Colleges also offer courses in science, and Tufts College one in engineering, each extending over 3 years.

For statistics, see Table X of the appendix following, and a summary of the same in the report of the Commissioner preceding.

In the *State Agricultural College*, Amherst, the course occupies 4 years and leads to the degree of B. S. Regular students of the college may also, on application, become members of Boston University, and, upon graduation, receive its diploma, in addition to that of the college, thereby becoming entitled to all the privileges of alumni of the university. The scientific course is as thorough and practical as possible, and every science is taught with constant reference to its application to agriculture and the wants of the farmer. The instruction in agriculture and horticulture includes every branch of farming and gardening practised in the State. In 1878 the number of students attending was large, and their conduct was excellent. The advancement of the college has hitherto been much retarded by the tuition fee it has been found necessary to impose. This, added to other expenses, was more than the farmers were able or willing to pay, especially during a period of financial depression. As the number of students consequently was diminished, opponents declared the institution a failure and that there was no demand for agricultural education. To test this the trustees decided in January, 1878, to establish a free scholarship in each congressional district, and also to allow each alumnus of the college to nominate one student for a free scholarship for 4 years, provided he should enter the freshman class of 1878. The result is said to clearly indicate that the number of students would be limited only by the capacity of buildings if the college were placed in the same relation to the public as the State normal schools, the high schools, and the other agricultural colleges of the country.—(Report, 1878.)

The *Massachusetts Institute of Technology* instructs in pure and applied mathematics, the physical and natural sciences with their applications, drawing, the English language, mental and political science, French, and German. There are 10 regular courses, each extending through 4 years. During the first year the courses are identical, but for the 3 remaining the studies in each are arranged with reference to the end in view, and lead to the degree of bachelor of science. Advanced courses may be pursued, proficiency in which will be rewarded by the degree of doctor of science.

At the request of the Woman's Educational Association of Boston, and with its generous coöperation, new laboratories have been provided for the special instruction of women. The design is to afford every facility for the study of chemical analysis, of industrial chemistry, of mineralogy, and of chemistry as related to vegetable and animal physiology. The institute also provides annually several courses of instruction, scientific and literary, open to both sexes, and which at present are free, being supported by the trustee of the Lowell Institute.—(Catalogue.)

The *Worcester County Free Institute of Industrial Science* has undertaken to solve the problem of how best to combine manual labor with school work. It follows, in general, the plan of the polytechnic schools of Europe, with such modifications as are rendered necessary by new conditions; but it gives special prominence to the element of practice in technical training. The institute is specially designed to meet the wants of those who wish to be prepared as mechanics, civil engineers, chemists, or designers, and for the duties of active life. Three and a half years are given to the training of students preparing to become mechanical engineers; the training of all others occupies 3 years of 42 weeks each. There are 4 classes, junior, middle, senior, and the apprentice class of 6 months, which last all who intend to be mechanics must enter, unless they have already attained adequate proficiency in the use of tools and machinery. The degree of bachelor of science is conferred on students who satisfactorily complete the course. For admission to the junior class such attainments are required as are gen-

erally possessed by students at the end of the second year in the high school, while a full high school course of preparation is advised.—(Catalogue.)

The *Lawrence Scientific School*, of Harvard University, offers five 4 year courses: (1) in civil and topographical engineering, (2) in mining engineering, (3) in chemistry, (4) in natural history, (5) in mathematics, physics, and astronomy. The instruction given to teachers to prepare them for entrance on their profession, or for advanced work in it, has been already mentioned under the head of Training of Teachers, Teachers' Courses.

THEOLOGICAL.

Seven schools for theological instruction report, namely: Andover Theological Seminary (Congregational), Episcopal Theological School, Cambridge (Protestant Episcopal), Harvard University Divinity School, Cambridge (non-sectarian), Boston University School of Theology (Methodist Episcopal), Tufts College Divinity School, Medford (Universalist), Newton Theological Institution, Newton Centre (Baptist), and New Church Theological School, Waltham (New Church). All these have courses of study covering at least 3 years, and all but the one last named require an examination for admission except in the case of college graduates. This examination at Tufts is only in English branches; but here the course of study for those who have not received a liberal education extends over 4 years. In 5 of the above named schools 123 students out of a total attendance of 193 had received a collegiate degree.

For statistics, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

The condition of *Harvard Divinity School* has been a source of grave anxiety to the faculty for 3 years past on account of the inadequacy of its income, which has been reduced by various causes, and especially by a falling off in the income of the Bussey trust fund. Another cause to which this is ascribed is the non-sectarian character of the school, which by its constitution is expressly forbidden to apply any sectarian test either to teachers or students. This liberal feature, it is said, deprives the school of that strong moral and pecuniary support which a well organized religious denomination gives to a school that avowedly trains men for the pulpits of that denomination. To place the Harvard Divinity School on an equality with other theological seminaries, it should have at least 5 professorships, whereas it can no longer maintain 4 without additional endowment.—(President's report.)

The *Theological School* at Boston University, though distinctively under Methodist control, also makes a special claim to liberality in the spirit of its administration. With its resident instructors are associated eminent men of various other churches, and, while preferring spontaneous worship, it teaches respect for the forms and rituals of antiquity, cordially recognizes churches that are organized otherwise than the one it prefers, and welcomes into personal spiritual fellowship every sincere seeker after truth, of whatever creed. From the beginning of the school there has been a steady advance in its requirements for admission. These were increased in 1878 by the requirement that those who were not graduates of college with the degree of A. B. should pass the written examination for admission to college. The result was that only two applied for examination, and one failed. Thus, the entering class, usually numbering 25 to 35, contained only 18; but it is considered that what was thus lost in numbers was more than made up in quality.—(President's report.)

LEGAL.

In both Harvard and Boston Universities the schools of law now present courses covering 3 years, and require an examination for admission from all who are not college graduates.

The year 1877-'78 was, for the *Harvard School*, one of transition, prosperous financially, but unsatisfactory in regard to the results of examinations for the degree. Of the 81 students who were entitled to become candidates for a degree in June, 1878, only 66 presented themselves, and only 47 passed. This class was the last which entered the school before the establishment of the admission examination, and also the last one entitled to take the degree upon a 2 years' course. The examination for admission and the exaction of a 3 years' course both tend to reduce temporarily the number of students; but these measures are already producing on the school the elevating effects that were anticipated.—(Harvard report.)

In the *Boston University School of Law* the faculty have been compelled to modify a requirement of the year 1877 restricting the degree of bachelor of law to those who had already received that of A. B. This action was made necessary by new rules for admission to the bar in the State of New York, which provide that no time spent in a law school and no diploma of graduation from one will count for anything unless the candidate has been admitted to a degree in law.—(President's report.)

For statistics of these schools, see Table XII of the appendix, and a summary of this in the report of the Commissioner preceding.

MEDICAL.

The *Medical School of Harvard University* is the only "regular" medical school reporting from this State. It presents the usual medical course of 3 years and also a course of study for graduates in medicine, the latter intended to be a substitute in part for the opportunities heretofore sought in Europe. Since 1877 candidates for admission to the course for the degree of M. D., except those who are graduates of a recognized college or scientific school or have passed the examination for admission to Harvard College, must pass an examination in elementary physics and in easy Latin prose, for which last French or German may be substituted.

In April, 1878, the corporation of Harvard received from Miss Marion Hovey, trustee, a proposition to give \$10,000 to the medical school on condition that its advantages should be offered to women on equal terms with men. A committee was appointed to consider the subject, but at the date of the president's report for 1877-'78 their decision had not been made known.¹—(Catalogue of medical school and president's report.)

Boston University School of Medicine (homœopathic) has a graded course of instruction covering at least 3 years, and requires as a condition of graduation not merely that the candidate shall have studied medicine at least 3 full years, but that he shall have attended a reputable medical school for 3 years. Candidates for admission who have not received the degree of A. B. must pass a suitable entrance examination; and every student must pass a successful examination on the work of each year before promotion to the next. Women are admitted on equal terms with men as students and the names of some also appear among the faculty. This school claims to have been the first medical school in the country to adopt in combination the foregoing features in medical education; and it is remarked that the unexampled success which has attended the institution is sufficient evidence that this action is fully sustained by the public sentiment of the country. Encouraged by this support, the authorities of the school announced in the spring of 1878 the extension of the annual lecture term from 5 months to the full university year; the provision of two new optional 4 year courses for those who wish to pursue their professional studies with exceptional thoroughness, and the restoration of the long lost degrees of bachelor of medicine and bachelor of surgery.—(Report of medical school, 1879.)

The *Dental School of Harvard* and *Boston Dental College* provide 3 year courses and an examination for admission is required from those who enter the latter. The efforts of the faculty at Harvard to raise the standard of education in dentistry by lengthening the course of study, increasing clinical instruction, and improving the examinations, in connection with the hard times, are reported to have diminished the attendance in the dental school. The dean, however, reports an increased interest in the school, evinced by inquiries in regard to it from every quarter.—(Report of president of Harvard College, 1877-'78.)

The *Massachusetts College of Pharmacy*, Boston, presents a 2 years' course of instruction, embracing chemistry, materia medica, and botany, the theory and practice of pharmacy, toxicology, and laboratory practice. To obtain the diploma of this school students must not only have pursued the full 2 years' course of study, but must also have served an apprenticeship of at least 4 years with some qualified pharmacist.—(Annual catalogue.)

For statistics of medical schools, see Table XIII of the appendix, and a summary of this in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

SOCIETY FOR PROMOTING STUDY AT HOME.

The fifth annual report, 1877-'78, states that 889 students have paid the fee, \$2, for the term, and, with double and treble courses of study, they counted 1,021 correspondents. The proportion of perseverance is about 73 per cent. of all who joined. Of these 8 per cent. failed without sufficient excuse and 19 per cent. showed inability to fulfil the requirements. There were 98 ladies engaged in the instruction correspondence, and 5 former students have entered the staff as associate correspondents. History, English literature, science, art, German, and French are on the list of studies pursued, the greater proportion of students taking the first two studies. There are lending libraries in different cities connected with the society, one cent a day being charged for the use of books and the transportation paid one way by the borrower.—(Report of the society, 1877-'78.)

TRAINING SCHOOLS FOR NURSES.

There are two of these schools in Boston; the one established in 1873 is connected with the Massachusetts General Hospital, and reports 40 graduates up to November,

¹At the meeting of the board of overseers in 1879 the offer was respectfully declined, on account of the condition attached to it. But, on motion of President Eliot, the college authorities subsequently recorded a judgment in favor of admitting women to the privileges of medical training, under due restrictions.

1878; the other, dating from May, 1878, is connected with the Boston City Hospital. In both, the nurses have a 2 years' course, receiving instruction from the superintendent and head nurses in all matters appertaining to the care of the sick. The course finished and the examination passed, they receive diplomas certifying to their proficiency.—(Report and returns for 1878.)

TRAINING IN ARTISTIC INDUSTRIES.

The Industrial Education Society, composed of the Boston Whittling School and the Industrial School of the Lincoln Building, has evening lessons twice a week for the teaching of wood carving in a room on Church street, Boston. The benches seat 32 boys, and so great is the desire for admission to this school that if any boy is absent two evenings in succession his place is given to another. The school is continued as heretofore in classes, with 24 lessons in the course; the tools used are the flat chisel, the gouge, and the veining tool. One lad after two or three courses obtained a situation in a wood carving establishment, another has a scholarship at the Institute of Technology.—(Wide Awake.)

A school to teach women carving and modelling in plaster, clay, and wood was opened in the winter of 1877-'78 at 23 Church street, Boston. The scholars are taught by a set of carefully graded lessons and models to mix and temper clay and plaster, to make waste and squeeze moulds, to model from casts and from flat copies, to piece plaster and to model leaves, flowers, &c., and to make architectural ornaments. One hour a day is given to tracing and only a few hours to wood carving; the tools being the same, the proper handling is more easily acquired on the plaster. More difficult instruction will be given later, the intention being to fit the scholars to become skilful wood carvers and sculptors.—(Boston Watchman, February 14, 1878.)

The school of art needlework opened in Boston October, 1878, has been remarkably successful. It has had a large number of pupils, and their work, in respect to originality and artistic feeling, is said to be wonderful.—(The Library and School.)

EDUCATION OF THE DEAF AND DUMB.

The *Clarke Institution for Deaf-Mutes*, Northampton, reports 72 pupils (in a return, 91) under instruction during 1877-'78, of whom 13 were semi-mutes, and 9 instructors, 1 a semi-mute. There were two departments, one for primary studies, the other for the common and high course; but more than two-thirds of the pupils are to be found in the former. The board reports 4 graduates for the year, while 9 left without graduating. The ordinary English branches are taught, the articulation system being used, and two hours weekly are given to object drawing. The employments are cabinet making and sewing. The library has 684 volumes, 50 volumes having been added during the year.—(Report and return, 1878.)

The *Horace Mann School for the Deaf*, under the charge of the Boston school board, reports that on the 3d of September, 1877, there were 64 pupils belonging to the school, and that during the year 11 were admitted and 7 discharged. At the beginning of the school year 1878-'79 the number of pupils was 67; subsequently 7 were admitted and 4 discharged, leaving 76 on the rolls in November, 1878. The common English branches and sewing were taught by a corps of 8 teachers.—(Report for 1878.)

EDUCATION OF THE BLIND.

The *Perkins Institution and Massachusetts School for the Blind* reports for the year ending September 30, 1878, 27 teachers, 10 other employés, and 123 pupils, of whom 139 were in the school proper and 19 in the work department for adults. The English branches, Latin, and music were taught. In the industrial department the boys were instructed in cane seating chairs, broom and mattress making, upholstering, and piano tuning; the girls in sewing and knitting by hand and machine, crocheting, and all practicable domestic duties. The first public commencement exercises were held at the end of the school year. A gymnasium was erected during the year, and another story added to the laundry gave space for a printing office and bindery, in which work goes on uninterruptedly, four volumes being printed during 1877-'78. There were 2,540 volumes in the library, 140 of them added during the year. The bequest of \$80,000 made by Miss Charlotte Harris, noticed in the report for 1877, was by decision of the supreme court made available, and other legacies were also received.—(Report and return for 1878.)

EDUCATION OF THE FEEBLE-MINDED.

For this there are, as previously stated, three different institutions in the State: (1) the *Massachusetts School for Idiotic and Feeble-Minded Youth*, South Boston, which reports 6 instructors, 14 attendants and servants, and 85 pupils, September 30, 1878; (2) a *Private Institution for the Education of Feeble-Minded Youth*, Barre, with 74 pupils, 8 instructors, and 41 other employés, for 1877-'78; (3) the *Hillside School for Backward and Feeble Children*, Fayville, with 8 instructors and employés, and 7 children. At all these institutions some industrial employments and trades are taught and the

elements of an English education given. In the school at Barre, in addition to the regular course, music and drawing were taught, and object lessons in botany were given; and at the Hillside school, drawing, music, fret sawing, painting, and calisthenics.—(Reports and returns for 1878.)

BOSTON SCHOOLS FOR LICENSED MINORS.

There were two of these schools in 1878, as also in 1877; number of teachers, 2; of pupils, 70, with 62 as the average attendance. The average absence was 8, the percentage of attendance 88; the number at date of report, March, 1878, was 70.—(Boston school report.)

STATE CHARITABLE AND REFORM SCHOOLS.

The *State Primary School*, at Monson, in a return for 1878, gives the number of inmates as 486, of whom 28 were colored; number of teachers and employés, 45. The *State Industrial School*, at Lancaster, had 77 girls, under the care of 13 teachers and attendants. The *State Reform School*, Westborough, reports 462 in school during 1877-'78, and 321 remaining September 30, 1878. In all these institutions the English branches and various industries were taught, and at the Lancaster school a hosiery establishment employed 26 hands 6 hours a day.—(Returns for 1878.)

CITY REFORMATORY AND TRUANT SCHOOLS.

The boards of directors of public institutions had under their control 5 reformatory institutions, with a total of 503 inmates, in September, 1878; and they report 4 truant schools, with 192 on the rolls at the end of the school year 1877-'78. In these schools several hours of schooling a day are given and some industrial employments taught.—(Report for 1878.)

OTHER SCHOOLS AND ASYLUMS.

There are also reported in the State 13 miscellaneous schools, with 1,035 inmates, receiving instruction in the common English branches, in housework, or some industrial employment.—(Returns for 1878.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association held its thirty-fourth annual meeting at Worcester December 26-28, 1878, James S. Blackinton, of Boston, presiding. The opening address was by President Paul A. Chadbourne, of Williams College, on "Popular fallacies in education." Mr. Joseph A. Allen, of West Newton, in a paper on spelling reform, advocated the adoption of the phonographic system, stating that with the present spelling it takes two years longer to learn to read English than to read German. Several gentlemen spoke on this subject. Mr. James T. Allen, of West Newton, opposed the introduction of military drill in the public schools, because a warlike spirit is thereby inculcated, and the school means peace. Mr. Moses Merrill took the opposite side of the question; he advocated the drill as a part of the physical training and as giving better control and discipline. Samuel Eliot, LL. D., superintendent of public schools, Boston, desired that more time should be given to oral instruction, as it arouses a love of investigation and sets the thinking powers in motion. In the high school section the papers under discussion were "Recent criticisms on public high schools," "The pronunciation of Latin," and whether the Sauveur system of teaching languages is a natural system or not. The grammar school section was devoted to discussions on "Economic science as a branch of popular education," on "The study of English in grades below the high school," and on "What and how to read." Mr. Bartlett, who read the first paper, urged the study of political science even in the primary grades. Professor B. F. Tweed, of Boston, presided over the primary school section; the subjects dwelt upon were methods of teaching reading, music, and natural history in primary schools. A lecture by Professor Niles on "Alpine glaciers," illustrated by the stereopticon, was listened to with delight by the association. Professor Homer B. Sprague queried whether all text books should be furnished by the public gratuitously, and Professor Walter Smith gave a review of the art side of the Paris Exposition. Professor Butterfield closed the programme by an illustrated lecture on visible speech, giving a history of Professor Bell's discovery and explaining how a correct articulation is obtained and a faulty pronunciation cured by this method, which does not require more than one hundred symbols to represent all sounds in any language.—(New-England Journal of Education.)

CLASSICAL AND HIGH SCHOOL TEACHERS' ASSOCIATION.

The eleventh annual meeting of the association was held in Boston April 5-6, 1878, with Mr. Edwin P. Seaver in the chair. The first topic, "Multiplicity of studies in the high school," was discussed by Messrs. Hill, of Chelsea (who read a paper of Mr. Byron Groce on the subject), John Kneeland, William C. Collar, and Dr. Waldoek.

They agreed that too many studies are pursued, but did not limit the matter to the high schools alone. Dr. Waldo asserted that the fault is with the people themselves, fast living causing a deterioration of the race. The Heness-Sauveur method of teaching languages, as applied to the teaching of Latin and Greek, was favored by Mr. Henry Cohn, a teacher of this method, and by Prof. Bôcher, of Harvard College, while Mr. Grant Daniell argued that talk is the quickest way of teaching conversation, but to learn the literature of a language it is necessary to study the literature. President Eliot, of Harvard University, spoke on the establishment of professional schools for teachers in connection with the colleges, and, although he thought a course of lectures on teaching might be desirable, he hardly considered such schools entirely necessary. This led to some discussion. Mr. Alexander C. Perkins said, in regard to the recent changes in the requirements for admission to Harvard, that the young man who entered now was more symmetrically educated than any who entered under the old system. Mr. William C. Collar and Mr. Merrill continued the subject. The last day, after the election of officers, Mr. E. H. Capen, president of Tufts College, Mr. B. F. Tweed, and Mr. L. W. Anderson discussed the subject of "Training in the use of English," and Mr. W. F. Bradbury, Professor H. B. Sprague, and Mr. D. B. Hagar that of "Use and abuse of written examinations." A committee was chosen to prepare a course of study of English literature and history for high schools and academies, to furnish a report thereof at the next meeting. Resolutions in reference to the death of Professor Dimmock, of Adams Academy, were then read and adopted, and the meeting adjourned.—(New-England Journal of Education, April 11, 1878.)

OBITUARY RECORD.

DR. WILLIAM R. DIMMOCK.

In the sudden death, on the 29th of March, 1878, of Dr. Dimmock, master of the Adams Academy at Quincy, the cause of education sustained a great loss. He was a native of Boston, graduating from the Latin School in 1851. In 1855 he graduated from Williams College, and later returned there and remained six years as professor of Greek and Latin literature. He was the first master of the Adams Academy, entering upon his duties in the autumn of 1872. His school numbered about twenty boys of various ages. At the end of five years there were 150 boys attending. In his peculiar province, as a teacher of boys preparing for college, the doctor approached very closely to the great ideal, Dr. Arnold, and when out off in the midst of his work he was rapidly building up at Quincy an American Rugby. He died just as the reputation of the academy, into which he had infused his whole being, was firmly established. He had gained great influence with his boys from his thorough acquaintance with them, his interest in them, his sympathy with their enjoyments, and his readiness to promote these. Thoroughly imbued with a love of the classics, he imparted a knowledge of what he loved to boys whom he loved, teaching them with heart and soul, and not mechanically.—(New-England Journal of Education, April 4, 1878, and The Nation, same date.)

CHARLES B. STETSON, A. M.

This gentleman, well known in connection with instruction in drawing as applied to American industries, was born in Durham, Me., in 1830. He entered Bowdoin College in 1851, leaving, on account of failing health, in 1853; went to Texas as a teacher for three years in a private academy; from 1857 to 1863 was connected with different newspapers in the Eastern States; in 1867 was superintendent of schools in Auburn, then supervisor of the schools of Androscoggin County, Me., during which period he lectured on industrial interests. At the time of his death, in Malden, Mass., on March 31, 1878, he was carefully examining systems of drawing, with reference to the practical adaptation of this branch of education to labor in its various forms.

PROF. JOSIAH CLARK, LL. D.

Dr. Clark, a scholar in the truest sense of the word and a man of spotless character, was born February 7, 1814, at Leicester, Mass., where his father was principal of the academy; he graduated at Yale College in 1833, and was for two years afterwards principal of the Westminster Academy near Baltimore; then for a like time a teacher in the University of Maryland. He studied theology at Andover for 4 years. He became associate principal of Leicester Academy in his native place, and then principal till 1849; from that time until 1863 he was principal of Williston Seminary, Easthampton, doing much to build up that institution. He afterwards moved to Northampton, teaching a private school and receiving pupils in classical studies, until the opening of Smith College in 1875, when he was chosen professor of Latin and Greek, a position he filled acceptably up to the illness which terminated in his death on the 29th of May, 1878. The degree of LL. D. was conferred upon Dr. Clark by Yale College in 1875. So large a portion of his life was passed at the head of two great preparatory classical schools that his influence upon the educated men of the

land was widely felt, and this influence was strengthened by the attractiveness of a loving spirit, which gained him the respect and secured finally the affection of all with whom he was for any time associated.—(Northampton Courier.)

HON. HENRY CHAPIN.

Born at Upton, Mass., May 13, 1811, Judge Chapin led a long and useful life within the borders of his native State, dying at Worcester, October 13, 1878. Of humble origin, he had his first training in the common schools, afterwards working his own way up to college, graduating at Brown University in 1835. He then taught for some months in the town of his birth, and finally studied law in the office of the Hon. Emory Washburn as well as in the Harvard Law School, in which Governor Washburn was then a professor. Admitted to the bar in 1838, he practised at Uxbridge till 1846. Removing to Worcester in that year, he soon found ample and remunerative work in his profession, and added to his legal labors service in the legislature and in the State constitutional convention of 1857. In 1858 he was appointed judge of the court of probate for Worcester County, and in 1859 a member of the State board of education. With great fidelity the duties of the judgeship were performed till near the time of his decease, while into the work of the State board he threw himself with heart and soul. When the Worcester State Normal School was projected he naturally was appointed its first visitor, gave it his cordial interest, secured for it the present able principal, and by his advice and sympathy, long after his official visitorship ceased, contributed much towards making it the eminently successful and promising institution it has become. For his educational services in this direction Massachusetts will long owe him a debt of gratitude.—(From a manuscript memorial kindly furnished.)

MARSHALL CONANT.

In default of a notice of this useful educator, which should have found place in the report for 1873, a brief memorial of him is here inserted.

Mr. Conant, second principal of the State Normal School at Bridgewater, was born in Pomfret, Vt., January 5, 1801, and spent the first 28 years of his life amidst the beautiful natural scenery of that region, first assisting his father in labor on a farm, then preparing himself for a mechanical employment, and finally studying, in the intervals of other occupations, the aspects of the earth, the movements of the heavens, with all the useful and improving books within his reach. An illness which impaired his health when he was 18 drove him to teaching and literary work in place of the mechanical business he had contemplated, and into this new line of action he threw himself with all the energy of an intensely eager spirit. Teaching first in his own district, then not far off in New Hampshire, then again at Pomfret, and finally at Woodstock, in Vermont, he gained such reputation for success, scholarship, and capability as to secure a place in the Boylston Grammar School of Boston, and subsequently in various other responsible and important positions. When in 1853 the headship of the Bridgewater (Massachusetts) Normal School was vacated by the retirement of Mr. Tillinghast, its first principal, Mr. Conant was by Mr. Tillinghast's advice and the cordial vote of the board of education chosen for the place. In seven years of faithful and most useful service there he vindicated the wisdom of that choice, retiring then only because illness had made retirement necessary. Two years of rest enabled him to work for ten years more in the Bureau of Internal Revenue at Washington, D. C. Retiring, in 1872 again to Bridgewater, he spent there the last months of his life in useful studies, and died February 10, 1873.—(History and Alumni Record of the State Normal School at Bridgewater.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*

MICHIGAN.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-20)	469,444	476,806	7,362	.....
Enrolled in public schools	357,139	359,702	2,563	.....
Average monthly enrolment	260,000	.....	.....	.....
Average daily attendance	210,000	.....	.....	.....
Pupils in private schools	8,958	10,634	1,676	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	5,947	6,094	147	.....
Number with graded schools	295	350	55	.....
Number with ungraded schools	5,652	5,744	92	.....
Public school-houses	6,078	6,159	81	.....
Sittings in these	431,707	435,071	3,364	.....
Valuation of school-houses and sites..	\$9,190,175	\$8,937,091	.....	\$253,084
Average time of school in days	148	150	2	.....
Number of private schools	131	211	30	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	3,781	3,916	135	.....
Women teaching in the same	9,220	9,467	247	.....
Whole number in public schools	13,001	13,383	382	.....
Average monthly pay of men	\$42 54	\$41 41	.....	\$1 13
Average monthly pay of women	27 45	26 16	.....	1 29
INCOME AND EXPENDITURE.				
Whole receipts for public schools	\$3,792,122	\$3,859,331	\$67,209	.....
Whole expenditure for them	3,179,976	3,103,541	.....	\$71,435
PERMANENT STATE SCHOOL FUND.				
Amount of this available	\$3,151,418	.....	.....	.....

^aThe receipts of 1877-'78 include \$629,316 brought over from the preceding year; the expenditures exclude \$751,290 carried to the succeeding school year.

(From printed reports of Hon. Horace S. Tarbell and Hon. Cornelius A. Gower, State superintendents of public instruction, for the two years indicated. The average monthly enrolment and average daily attendance for 1876-'77, however, are from a return by Mr. Tarbell.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of public instruction chosen by the people in every year of even number to supervise all public school interests and make annual report of them to the governor. An assistant of his own appointment is allowed him. All incorporated institutions of learning within the State are subject to his visitation, and present to him annual reports, which are published with his own. A State board of education, of which he is ex officio a member and secretary, has control of the State Normal School and of the examination of teachers for State certificates, with the duty also of preparing questions for the examination of all persons who desire to teach in the State public schools.

For each township the people annually elect a township superintendent to examine

teachers, visit and inspect the public schools, and make report of them to the State superintendent. A township clerk and township school inspector, also chosen annually, are associated with him in a township board, to determine district boundaries, choose sites for school-houses, care for the township library, and report respecting the school interests of the township.

For ordinary school districts into which the townships are divided there are boards of 3 members—a director, a moderator, and an assessor, one chosen each year for a term of 3 years—to have charge of the school property of the district, manage the school funds, and see that there is a public free school taught for at least 3 months annually when there are 30 children to attend it, for 5 months when there are from 30 to 800, and for 9 months when the number is 800 or over.

For the districts which have more than 100 children 6 trustees may be elected, with the powers and duties of the 3 just mentioned, and with the privilege, under certain conditions, of establishing a high school. Women as well as men are eligible to district school offices.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

A State university crowns the school system, and between it and the lower grades of schools are high schools, which, on examination and approval by a committee from the faculty of the university, are allowed to send graduates into the freshman class on their diplomas. A State agricultural college is not connected with the State university. A State normal school prepares skilled teachers for the public schools. A special State public school cares for the little waifs who either have no parents to care for them or parents that cannot be trusted for such care; a State reform school trains in industry, morality, and useful learning older children that are in danger of becoming criminals. A State institution for deaf-mutes and the blind gives these unfortunates the opportunity for an education which may make them useful and self-sustaining citizens.

The means for the support of the special schools just mentioned are derived from legislative appropriations. Those for the support of the ordinary public schools come from a permanent State school fund, which yields an interest of nearly a quarter of a million annually; from a 2 mill township tax, which is, from 1879, to be only one mill; and from district taxes levied by district boards. The first two are apportioned to the school districts in the ratio of the number of children of school age in each, and must be used only for teachers' wages. The incidental expenses of the schools are defrayed from the district tax, which also goes to pay the teachers for any length of school term beyond that provided for by the State and township funds. The condition of State assistance is the maintenance of a non-sectarian school the year before apportionment for at least the minimum legal time, three months, under a regularly licensed teacher. No school receiving such assistance may exclude from its privileges any resident child of school age because of race or color, and children 8 to 14 years of age are required to be sent for at least 12 weeks in every year, unless excused by the district board. Funds for sites and buildings are derived from taxes voted for such purposes by the people of each district, and limited to \$250 in a district with less than 10 children, to \$500 in one with 10 to 30, and to \$1,000 in one with 30 to 50. There are kindred limitations as to the indebtedness to be incurred for buildings. Libraries, both township and district, are provided for in the school law, and a district uniformity of text books is required. All persons resident for three months, 21 years old, and having property liable to school tax, may vote at school district meetings, whatever their nation, color, or sex.

GENERAL CONDITION.

The statistics for 1878 show progress in most respects, there being 147 newly organized school districts, 55 of them with graded and 92 with ungraded schools; an increase of 7,362 in the number of youth of school age; an increased enrolment of 2,563 in public and 1,676 in private schools; 81 more public school-houses, with 3,364 more sittings; an addition of two days to the average duration of public schools, of 382 to the number of teachers employed in them, and of \$67,709 to the receipts for them. The only points of actual decrease appear to be a diminution of \$1.13 in the average monthly pay of male teachers in the public schools, of \$1.29 in that of the female teachers, of \$71,435 in the expenditures on the schools, and of \$253,084 in the valuation of school-houses and sites. The diminished expenditure on the schools has come largely from the reduction in the pay of teachers, \$21,100 less having been paid to them in the aggregate than was paid in the preceding year, though then the number was less by 382. It is greatly to be hoped that this cutting down of pay, continued annually now for several years, has reached its limit. Its tendency is to drive from the profession in discouragement the better class of teachers, leaving only the inferior ones to do poor teaching for poor pay. Observant minds will be apt to connect with this the fact that the increase of enrolment in the public schools dropped from 12,043 in 1876-77 to 2,563 in 1877-78, and to infer that decrease of attractiveness in teaching

may have been to some extent the reason why nearly two-thirds of the additional school population were absent from the schools, while in the previous year the public school enrolment increased nearly 2,500 beyond the additional school population.

SUGGESTIONS IN THE REPORT.

In giving the statistics of the schools as they are, Superintendent Gower also suggests some possible improvements which might make them more nearly what they ought to be.

In view of the fact that the graded schools of villages have now, in many instances, a 12 years' course, which hardly any one completes and which consequently leads to nothing, he suggests the adoption by the village districts of a 10 years' graded course, embracing studies which should lead directly up to the "common school course" of the State Normal School. He thinks (and many superintendents agree with him) that a well graded course of this length, with an object to attract attention at the end of it, would lead to more thorough study than is now given to the longer course, while the prospect of entering the normal school at the conclusion might keep many steady in the course until the end of it who otherwise would be apt to fall away.

In view of the need of greater thoroughness in teaching, he suggests that the present township superintendents be relieved of the duty of examining teachers, for which few of them have time or competency, and that this duty be committed to a county board of 3 examiners, to be persons experienced in teaching, to be chosen by the township superintendents in each county, and to meet with them for consultation at least twice a year. The chain of supervision would then be made complete: the district boards looking after the daily conduct of affairs in school; the township superintendent supervising the teaching; the county board keeping a steady watch on the qualifications of new teachers; and the State superintendent, reaching those below them through these intermediary officers, exercising his general supervision of the system in more vital contact with it than is possible at present.

A more efficient management of the county institutes provided for by law, the superintendent thinks, might result from this arrangement, as the secretary of each county examining board could then bring his acquaintance with the teachers to aid the State officer in meeting special local needs.

If to all these things could be added township teachers' meetings to be held during term time, to be presided over by the township superintendent, and to be made compulsory as respects attendance of teachers, Mr. Gower believes that the State system would be made fairly and efficiently complete.

Whether a bill providing for the additions needed to secure this completion has been prepared for submission to the legislature does not appear from the report.

KINDERGÄRTEN.

For information respecting schools of this class in the State during 1878, see Table V of the appendix following, and the summary of it in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Under a general law for graded school districts some places have boards of 6 trustees, elected by the people for terms of 3 years each, one-third subject to change each year. Others, under special laws, have different arrangements. Detroit has a board composed of 2 school inspectors from each ward, one of them chosen by the voters of the ward each year. The mayor and recorder of the city are ex officio members, but have no vote. Each city board chooses usually a city superintendent as executive officer.

STATISTICS. *a*

Cities.	Estimated population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Adrian	9,000	.....	1,130	.....	28	.....
Ann Arbor	7,500	2,311	1,941	1,420	35	\$32,164
Bay City	16,000	.....	1,711	.....	44	.....
Detroit	120,000	35,962	14,466	10,399	236	189,770
East Saginaw	17,000	5,093	3,083	2,453	52	47,634
Flint	10,000	.....	1,306	.....	35	.....
Grand Rapids	30,000	9,310	5,039	3,370	90	76,561
Jackson	15,000	.....	.....	.....	.....	.....
Kalamazoo	11,573	.....	1,603	.....	42	.....
Lansing	7,500	.....	1,143	.....	28	.....
Muskegon	10,000	.....	1,080	.....	28	.....
Port Huron	8,240	.....	.....	.....	.....	.....
Saginaw	10,064	.....	1,206	.....	31	.....

a These statistics are from the State report for 1878 and from written returns.

ADDITIONAL PARTICULARS.

In *Ann Arbor*, Superintendent Perry says, the percentage of attendance for 1877-'78 was the highest ever reported in the schools, the enrolment also increasing 77 over the preceding year. The entire course of study was distributed over 12 grades, each occupying one year, the studies being so arranged that those who go through the first five grades may have the elements of a fair business education. In the grammar department, in addition to the studies usually pursued, elementary botany, chemistry, and physics are taught. There are special teachers for bookkeeping, penmanship, drawing, and music in the upper grades. One music lesson a week is given in each room below the high school, the pupils practising daily with their teachers.—(Report and return.)

Detroit reports for 1877-'78 that, counting all who were enrolled during some part of the year, 40.2 per cent. of the school population availed themselves of the advantages of the public schools. This was an increase over the percentage enrolled during any previous year since 1871. The percentage of daily attendance on average enrolment was 94.4. There was an increase of 8 teachers during the year. As heretofore, there were 12 grades, forming primary, grammar, and high schools. An examination for promotion takes place whenever any individual or any class is ready, pupils of average ability being promoted twice a year. There were 2 night schools in operation, with an average membership of 162 pupils.¹ The day schools were so crowded that additional buildings had to be rented, and yet in October, 1878, there were 216 applicants who could not be admitted. Teachers are appointed three times in the year, and for a single term only, in order that engagements may be cancelled with those who fail. The salaries were proportionate to term of service, beginning, in all ordinary cases, with \$300 and reaching \$700 in the eleventh year. A special teacher of vocal music was employed, and one for industrial drawing was proposed.—(City report, 1878.)

From the other cities, in the table above given, no authoritative printed reports have been received.

East Saginaw, in a return, gave 10 public school-houses, with 2,769 sittings, and 3 private schools, with 125 sittings. Special teachers of music and drawing were employed in the public schools; and the school property was estimated at \$150,000.

Grand Rapids had 14 school-houses, with 4,356 sittings; 2 evening schools, with 2 teachers and 125 scholars. There were special teachers for music and penmanship in the day schools.—(Return for 1878.)

TRAINING OF TEACHERS.

MICHIGAN STATE NORMAL SCHOOL, YPSILANTI.

This school reports for 1877-'78 an enrolment of 333 normal pupils, besides 304 in its model school. From all the courses together there were 95 graduates, being the largest class ever graduated there. The new building, for which the legislature of 1877 made an appropriation, was completed and occupied, and important changes were made in the courses of study. The school of observation and practice was enlarged so as to constitute a graded school, representing all the departments of the best graded schools. The principal was continued as supervisor of the school, with two assistants; the teaching, however, was to be done by normal students. In the normal school proper 3 courses of study of one year each—a common school, higher English, and language course—were arranged to fit teachers for all grades in the public schools. Aside from general reviews in connection with professional instruction, the normal school proper is to be confined to pedagogical instruction, and in both schools more attention is to be given to drawing, English history, and literature. With the approval of the faculty students may also take special courses which require attendance at not less than 17 lectures, recitations, and exercises. During the last three years students entering as graduates from high schools and other approved institutions of the State were received without examination; now they are required to pass an examination in the elementary branches.—(Report in State superintendent's report for 1877-'78.)

OTHER NORMAL TRAINING.

At the *University of Michigan*, as in 1877, members of the senior class who had pursued courses of study with reference to teaching, and who, on special examination, showed marked proficiency, were allowed in 1878 to receive diplomas signed by the president and professors. These diplomas were certificates of qualification for teaching.²—(University calendar for 1877-'78.)

Albion College has two teachers' courses, one of 3 years and one of 4, at the completion of either of which a certificate will be given specifying which of the courses has been pursued.—(Calendar.)

¹A return gives 4 night schools in 2 different school-houses, with 261 sittings.

²At the meeting of the regents in June, 1879, it was resolved to establish a chair of pedagogy in 1879-'80. Adrian College at the same time resolved to establish a 2 years' normal course.

Battle Creek College provides for the training of teachers in a course which may extend to 4 years.

Olivet College has a 2 years' course, under the direction of a former State superintendent, which leads to a certificate of recommendation for employment in the English grades of common schools, while those who wish to pursue higher courses for higher work may receive normal diplomas from the college.—(Catalogue for 1877-'78.)

In the *Michigan Conservatory of Music*, connected with *Olivet College*, there is also a normal course for such as desire to prepare to teach music. This appears to be of 4 years.—(Catalogue for 1877-'78.)

TEACHERS' INSTITUTES.

The State institute was held at Lansing, July 8-12, 1878. This season of the year was chosen so that teachers in the public schools could avail themselves of the advantages of an institute during their vacation, and so that those who were to take part in such meetings later in the year might first have an opportunity of consulting as to the best methods to be adopted in the coming work. This being the intention, only Michigan men were allowed to give instruction, and of these only such as were expected to work in other institutes. There were 136 of the best teachers of the State enrolled, and printed syllabuses of the different topics discussed were prepared for the use of instructors in the county institutes, 46 of which were held in 45 different counties, with an average enrolment in each institute of 62 persons.—(State report, 1878.)

EDUCATIONAL JOURNAL.

In place of the former *Michigan Teacher* there is now in the *Educational Weekly*, published in Chicago, a department devoted to Michigan items.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Superintendent Gower in his report for 1877-'78 indicates the existence of high school departments in 98 cities and towns of the State, and gives the number of pupils to a teacher in each one; but as the number of high school teachers is not given, the whole number of pupils in these departments cannot be ascertained. In a table comprising the statistics of 50 of the largest graded school districts, the attendance in 46 high school departments in the cities and chief towns is found to sum up 1,208 in the tenth grade, 874 in the eleventh, and 693 in the twelfth, making 2,780 in all. The two typical high schools of the State—those at Ann Arbor and Detroit—report as follows: Ann Arbor, enrolment, 479, and graduates, 56; Detroit, enrolment, 864, and graduates, 72. Of the Ann Arbor graduates, 41 were recommended to the university for admission, and several who did not graduate were subsequently admitted by the university authorities on examination. In the Detroit enrolment were included 36 students, who, having graduated, remained to pursue special studies or to review those already pursued. Of the 72 graduates for the year two-thirds were girls. The Ann Arbor school board in 1878 adopted the plan of stimulating thorough study by ranking its diplomas as *a*, *b*, and *c*; the first indicating the completion of all the prescribed work of a course, or its equivalent, with superior scholarship throughout; the second, sufficient work and thoroughness for admission to the university; the third, good scholarship in fundamental branches, but some studies omitted or accepted with less evidence of thoroughness.

The modified requirements for admission to the university now demand considerable additions to the classical and scientific courses of such high schools as prepare students for these courses in the university. But the addition of a university course embracing English studies only opens the door to the graduates of many more high schools than have been wont to send up pupils.

Of the value of the high school departments to the lower grades of schools, one evidence is given in the fact that at Detroit more than two hundred graduates of the high school are doing good service as teachers in these lower grades, 22 of whom received their appointments in 1878.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Reports for 1878 have been received from the State university and 8 other institutions claiming collegiate rank. One of these, however, Grand Traverse College, at Benzonia, has at present no collegiate classes, having not yet recovered from a recent

loss of buildings and apparatus by fire. The 8 that are doing collegiate work all present the usual 4 years' classical courses or departments; 6 of them have also scientific courses of 4 years; 2 add to these Greek-scientific and 3 Latin-scientific courses; 4 provide teachers' courses; 2, conservatories of music; and 2, schools of theology. The State university, besides its 6 full undergraduate courses in literature and science, makes provision for graduate study, for medical study in two schools, one "regular" and the other homœopathic, and adds schools of pharmacy and dentistry. All these colleges admit women on equal terms with men, and one has a special "ladies' course" of 4 years. All except the State university are under denominational influences, 2 being controlled by Methodists, 2 by Baptists, 1 by Adventists, 1 by the German Reformed Church, 1 by Congregationalists, and 1 by Presbyterians and Congregationalists combined.

The *University of Michigan* reports a prosperous condition for 1878, shown in the cancelling of its entire indebtedness, in an increased attendance of students, and in improvement of both the quantity and the quality of work done by them.

In June, 1878, a new arrangement of studies was adopted, allowing students to take special subjects of study without regard to a degree; requiring those who are studying for a degree to take a certain specified number and kind of studies in order to obtain one, and leaving the time or order of pursuing those studies to be arranged between student and professor. Students are allowed to do as much work as they can do well, and are allowed to take their degree when they have completed the work required for it. Under this arrangement it will be possible for the most gifted students to obtain the first degree in a little less time than 4 years, and the second in a little less than 5. If they choose to remain the full time (which is advised) they may add studies not required for graduation. These changes have resulted, thus far, in increasing the number of students in the sciences, viz, zoölogy, botany, geology, chemistry, and physics, and in modern languages, especially German; in giving the students a greater sense of freedom, and in stimulating them to do more work. The new arrangement is still regarded as an experiment and is being very carefully tried. In practice it does not prove so loose or indeterminate as it would appear to be.

As has been stated, graduates from approved public high schools of Michigan are admitted to the freshman class of the university without examination. An endeavor has been made to bring the university into still closer connection with the high schools by establishing in it a new course with the degree of bachelor of letters as a sequel to the thorough English course provided in many of the high schools. This was considered the more important since a large number of the high schools are without a classical course, but do provide a thorough English one, forming a suitable preparation for a scholarly course of training at the university.

The whole number of students, 1,233, was greater by 123 than the previous year, 5 of this increase being among undergraduates. A little more than 49 per cent. were from Michigan, the others representing 34 States and Territories and 5 foreign lands. Ninety-three of the students, or about 7½ per cent. of the whole number, were women.—(State superintendent's report, 1878.)

Adrian College reports an increase in the endowment fund during the year of \$10,775; of which \$10,000 is a donation from Calvin Tompkins, esq., of Tompkins' Cove, N. Y. This, however, was not to be immediately available.—(State superintendent's report.)

At *Albion College* some modifications were made in 1877-78 in the working plans. The dormitory system was abandoned, the young women as well as the young men rooming and boarding with private families. The study of Anglo-Saxon was introduced in all the four collegiate courses of study.—(State superintendent's report.)

From *Battle Creek College* it is reported that the Seventh-Day Adventist Educational Society, which has the college in charge, has voted to raise \$5,000 to assist to a course in the college 50 young men who have the ministry in view, and also to assist an equal number of young women.—(State superintendent's report.)

For names and statistics of collegiate instruction in the State, see Tables IX and X of the appendix following, and the summaries of them in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunities for higher instruction already mentioned, which are offered young women in all the colleges of the State, there appear to be at least two institutions exclusively for them, one at Kalamazoo, the other at Monroe.

For names and statistics, see Table VIII of the appendix, and the summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College* received during 1877-78 the addition of a new dormitory, costing \$25,000, which affords such an increase in the accommodations that the

college is now able to receive all qualified applicants for admission. The requirements for admission are low, in order to keep them within the range of common school studies. Applicants are examined only in reading, writing, arithmetic, geography, and grammar. The course of study is 4 years in length, but students are permitted to take select studies and to omit such as they do not wish to pursue, thus making for themselves shorter courses. The college at present teaches surveying, levelling, laying out of grounds, mechanics as applied to implements, building, stock breeding, agricultural chemistry, horticulture, and such practical applications of science as are especially useful to the farmer. Particular attention is given to the sciences on which agriculture depends. Chemistry with its applications occupies two years; botany, one year; zoölogy and allied studies, one year; mathematics is carried far enough to give a knowledge of surveying and the application of trigonometry to problems of mechanics and astronomy. Other studies usually found in college courses, except the ancient languages, receive their share of notice also.—(State report and catalogue of college, 1878.)

The *Polytechnic School of the State University* is one of the developments of 1878. The university has for years given advanced instruction in the mathematical, physical, and natural sciences, and in the application of these sciences to the arts. In advance of the session of 1878-'79 it gave a closer grouping, a more compact organization, and an ampler development to these studies, and established by name what it already had in fact, the Polytechnic School. It comprises the work in civil engineering, the school of mines, the advanced course in science, and the school of pharmacy, and is meant to meet the wants of those studying civil or mining engineering or pharmacy with a view to graduating, as well as those of college graduates and others desiring to pursue special or advanced studies in engineering and the natural sciences with their applications.—(University calendar.)

Scientific courses of 4 years are presented also by Adrian, Albion, Hillsdale, Kalamazoo, and Olivet Colleges.

For statistics of all the scientific schools and courses, see Tables IX and X of the appendix following, and the summaries of them in the report of the Commissioner preceding.

THEOLOGICAL.

Courses of theological study covering 3 years are provided in *Hillsdale College* (Free-Will Baptist) and in *Adrian College* (Methodist). At Adrian a shorter course is provided for those who, from advanced age or other circumstances, cannot pursue the full one. In Hillsdale there is offered, besides the regular course, an English course covering the same time as the former and embracing all its studies except the ancient languages. Students who complete either prescribed course receive diplomas; the degree of bachelor of divinity is for graduates of the regular course only. Arrangements have been made for holding a ministers' institute for 2 weeks at the opening of each year at the theological department of Hillsdale, under the auspices of the Western Education Society.—(Catalogues.) For statistics, see Table XI of the appendix, and the summary of this in the report of the Commissioner preceding.

LEGAL.

The law department of the State university provides a course of instruction covering 2 terms of 6 months each in successive years, which, it is claimed, will fit students for practice in any part of the country. The degree conferred on students who complete the course and pass an approved examination entitles the resident graduate to an immediate license to practise in all the courts of the State. A previous course of reading is advised, but not required, as a condition of admission. It is expected that all students will be well grounded in at least a good English education and capable of making use of the language with accuracy and propriety. Candidates for admission must be not less than 18 years of age and must bear a good moral character.—(University calendar.) For statistics, see Table XII of the appendix, and a summary of this in the report of the Commissioner preceding.

MEDICAL.

The medical schools reporting from the State are two belonging to the *State university*, one regular and one homœopathic, and the Detroit Medical College (regular). Connected with the university are also schools of dentistry and pharmacy, the latter forming one of the courses of the Polytechnic School.

In the *College of Medicine and Surgery* at the university important changes have been made within the last 2 years. The session is now extended to 9 months, or the entire college year, and a 3 years' graded course has been established. Candidates for admission are examined as to their fitness to profitably pursue the study of medicine, unless they are (1) graduates of some college or scientific school, (2) qualified teachers, (3) advanced members of some academy or high school, or (4) have the certificate of some regular medical society that they are qualified to study medicine. The preliminary requirements are not of as high an order as it is hoped they will be made

before long; but they are as high as is fairly practicable at present. To encourage a higher grade of preliminary acquirements, a deduction of 6 months from the required 3 years of medical study is made to graduates of the university and of other respectable colleges, and a year is deducted from the required course of such as have graduated in the school of pharmacy of the university.

The *Homœopathic Medical College* has also extended its course of study from 6 months to 9 and established a 3 years' graded course. There is an examination for admission imposed on all who are not matriculates of the university or graduates of some college, academy, or high school. There is also a similar allowance to that made in the College of Medicine and Surgery in favor of collegiate training and a previous course in the university school of pharmacy. Women are admitted to both these schools, as to all other departments of the university, on the same conditions as men. The instruction furnished them is equal in all respects, but a large portion of it is given the two sexes separately.—(Calendar of Michigan University.)

At the *Detroit Medical College*, there is an optional 3 years' graded course. The college year covers nearly 10 months, embracing a preliminary, a recitation, and a regular session; but attendance on the regular session of 5 months only is required. The college has under its control for educational purposes 3 hospitals and maintains 2 free dispensaries during the entire year.—(Catalogue.)

For statistics of the medical schools, including those of dentistry and pharmacy, in the university, see Table XIII of the appendix following, and for a summary of them, a corresponding table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Institution for the Education of the Deaf and Dumb and the Blind, at Flint, in 1877-'78 had 257 pupils, with 251 as the largest number at any one time. Since 1854 there have been 675 children in the institution. In the department for deaf-mutes, instruction in the common school branches is given by means of the manual alphabet, signs, and writing, while about 50 semi-mutes have a lesson each day in articulation. Some industrial employments are given both boys and girls. In the department for the blind much attention is paid to music, several of the graduates making a good living as teachers of this branch. Broom and basket making, wickerwork, and the English branches are also taught.—(Report for 1877-'78.)

EDUCATION OF POOR AND NEGLECTED CHILDREN.

The State Public School for Dependent Children, Coldwater, reported 313 inmates, August 30, 1878, and 6 teachers. In 1877-'78 there were 412 children either taken care of in this school or placed in families. The schools were in a more satisfactory condition than at any former time, and the children were making fair progress in their studies. Up to the end of 1878 there had been 283 children apprenticed; and of the 176 who were in families from one to four years, about 93 per cent. were reported as doing well. The aim of the institution is to relieve the poor-houses of the State of children between three and fourteen years of age. The main building is divided into work, school, and eating rooms, while the cottages are arranged for the family life of twenty-five to thirty members each, under charge of cultivated ladies who give tender care to the children.—(State report, 1877-'78, and penal reformatory report, 1877-'78.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan State Reform School* reported 327 boys, September, 1878; received during the year, 166; discharged, 101; average number, 303. Although the list of inmates has increased in five years 33½ per cent., the number of teachers (6) remains the same, and the current expenses have only been augmented a trifle over 3 per cent. The object of this school is to improve the boys physically, morally, and intellectually, to cultivate their self-respect and manliness, and to fit them to become worthy citizens. To secure this they are surrounded by the influences of a Christian home; they have military drills; they receive instruction in reading, writing, arithmetic, and geography; and they are employed in tailoring, shoemaking, farming, and cane seating of chairs. Reports from county agents and from some of the boys discharged show that the influence of the reform school in reclaiming these children from vice and starting them in a right direction, does not end when they leave the school.—(State Reform School report for 1878.)

The *Detroit House of Correction* reported 2,882 inmates in 1878, and that 2,122 were discharged during the year. The common school branches are taught, with algebra, trigonometry, and the languages where there appears to be a prospect of real benefit from these. The industrial training consists of chair making and the use of various kinds of machinery.—(Report for 1878, penal reformatory report, 1877-'78, and return.)

The *Industrial School*, in Detroit, a private institution in existence for 19 years, reported 104 children in 1878; also 2 teachers, 1 matron, and a board of managers. The children were under instruction in the ordinary branches, vocal music, knitting, sewing, or housework, from 9 to 3 o'clock, and were given their dinner. A new building was in process of erection, the money having been contributed by private individuals.—(Return and report of penal institutions.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-seventh annual meeting of the State Teachers' Association was held at Lansing, December 25–27, 1878, with Professor Edward Olney, the president, in the chair. The first address was on "Tests of a system of education," by Rev. John Bascom, of Wisconsin University. Mr. E. O. Vaile, of the *Educational Weekly*, Chicago, next read a paper on the "Spelling reform," which caused considerable discussion. "The need of a higher culture in literature" was advocated by Miss F. E. Cushman, preceptress of the high school at Niles. The subject of school exhibits at these associations was discussed and referred to the executive committee, with instructions to prepare an exhibit for the next year. Messrs. W. H. Payne, I. N. Demmon, and W. S. Perry gave many hints on the importance of libraries, both for the public and the schools. Mr. Perry urged that we ought to have a profounder faith in the library as an educational instrumentality, not only as a symbol of refinement and a civilizing influence in the community, but as an important factor in the ordinary working of the school. Mr. Demmon suggested that communities should tax themselves so as to procure free libraries, placed under the control of the school boards and at all times accessible to school children. A lecture on the sun, by the director of the Cincinnati Observatory, Mr. Ormond Stone, occupied the evening session. As at the previous annual meeting, much time was given to the rural and ungraded schools. The desirability of having local supervision, of not adding to the studies now pursued, and other points were discussed by several educators. "The best means to be employed for the improvement of teachers of the common schools," a subject under consideration by Mr. Zelotes Truesdel and others, terminated a meeting which was fully attended and very interesting.—(Report of State superintendent, 1877–78.)

CHIEF STATE SCHOOL OFFICERS.

Hon. CORNELIUS A. GOWER, *State superintendent of public instruction, Lansing.*

[Term, by appointment, for the latter part of 1878; by election, from January 1, 1879, to January 1, 1881.]

The deputy superintendent, at the date of the last report, was William L. Smith.

MINNESOTA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Estimated school population	238,362	271,428	33,066	.....
Enrolled in public schools.....	162,551	167,825	5,274	.....
Resident pupils of school age (5-21) ..	157,476	160,867	3,391	.....
Pupils not resident or not of school age.	5,075	6,958	1,883	.....
Enrolled in graded schools.....	.....	35,078	.....	.....
Enrolled in private or church schools <i>a</i> .	9,500	10,000	500	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Common school districts	3,628	3,742	114	.....
Special and independent school districts.	.....	69	.....	.....
Number of towns with graded schools.....	.....	78	.....	.....
Public school-houses <i>b</i>	3,214	3,280	66	.....
Average time of school in days	84	88	4	.....
Valuation of school property	\$2,980,517	\$3,382,352	\$401,835	.....
TEACHERS AND THEIR PAY.				
Men teaching in the public schools ...	1,711	1,757	46	.....
Women teaching in the public schools.	3,031	3,115	84	.....
Whole number of teachers.....	4,742	4,872	130	.....
Average monthly pay of men <i>c</i>	\$36 75	\$37 52	\$0 77	.....
Average monthly pay of women <i>c</i>	28 31	28 12	.....	\$0 19
INCOME AND EXPENDITURE.				
Whole income for public schools <i>d</i>	\$1,181,327	\$1,452,656	.....	.....
Whole expenditure for them <i>d</i>	1,181,327	1,494,685	.....	.....
STATE SCHOOL FUND.				
Amount of this available.....	\$3,103,219	\$3,859,964	\$456,745	.....
Estimated future amount .....	.....	15,000,000	.....	.....

a Estimated by the State superintendent.

b Frame, 2,460, an increase of 131; brick, 136, an increase of 6; stone, 74, a decrease of 2; log, 601, a decrease of 91.

c Not including salaries of superintendents and principals receiving \$1,000 or more.

d As the figures for income and expenditure in 1876-'77 are only approximations, no trustworthy comparison with those of the following year can well be made. The State superintendent says that the cost of the public schools in 1877-'78 was about the same as the year before.

(From report for 1877-'78 of Hon. David Burt, State superintendent of public instruction, compared with returns from the same.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, there is a superintendent of public instruction, appointed biennially by the governor, with the consent of the senate. A board of 10 regents of the university, 3 ex officio, with the president as a sitting member, forms part of the State system. For the normal schools there is a board of normal school directors of 6 members, appointed by the governor, with which the State superintendent is also associated. A high school board of 3 members was organized under a law of 1878 "for the encouragement of higher education," and is composed of the superintendent, the president of the university, and one other member appointed by the governor.

For counties, there is a superintendent of schools, elected biennially; for common school districts, a board of 3 trustees; for independent school districts, one of 6 directors. The members of each board are chosen for three years, one-third liable to change each year.—(School laws and State report.)

OTHER FEATURES OF THE SYSTEM.

The means for the support of the State schools are derived from a regular tax of 1 mill on the dollar of assessed valuation; from the proceeds of fines, penalties, and liquor licenses; from special taxation in districts, not to exceed 9 mills on the dollar; and from the income of the State school fund, distributed on the basis of the number of scholars 5 to 21 years old enrolled in schools that have had at least 3 months' school term under a qualified teacher who has duly reported to the superintendent. The means for building come from special district taxation, which is not to exceed 10 mills on the dollar in any year.

All resident children between 5 and 21 are entitled to attend the public schools free of charge, and no child may be excluded from any such school on account of color, social position, or nationality, on penalty of \$50, to be collected from any board permitting exclusion on these grounds.

Teachers cannot be legally employed in public schools unless they have certificates of qualification. It is the duty of county superintendents to examine and license district school teachers. They are authorized to issue 3 grades of certificates; the first to be valid in the county for two years, the second for one year, and the third for 6 months, and then only in the districts for which they are given. Teachers in independent school districts are examined by district boards of education and receive certificates from them.

Women 21 years of age and upwards who are citizens of the United States or have declared their intention to become such, having resided in the United States for one year and in the State for four months, are entitled to vote for school officers and at all school meetings. They are also eligible to any office pertaining solely to the management of public schools. Text books for use in the public schools are furnished by the State to the districts, and by the districts to the pupils, at cost price.—(School laws and report of State superintendent.)

GENERAL CONDITION.

As might be expected in a young and growing State, the school statistics show an increase at almost all points; for example, of 33,066 in children of school age, of 5,274 in the enrolment in public schools, of 66 in the number of school-houses, of 130 in the number of teachers, of 77 cents in the average pay of men, of \$101,935 in the estimated value of school property, and of \$156,745 in the available school fund. An apparent increase of \$271,329 in the receipts for schools may be partially due to \$123,000 of delinquent taxes owing at the date of the last report. According to a return received from the State superintendent, there would seem to have been an increase of \$313,353 in the expenditures on the public schools, but in his report the superintendent says that the cost of the public schools was about the same as in 1876-'77. The graded schools reported in 79 towns for 1878, with a total enrolment of 35,073 pupils, sent out 133 who had completed the full course. As new schools perfect their organizations and extend their work, the number of such graduates must steadily advance.

The main and almost only point of decrease is in the pay of female teachers. Through the comparative cheapness of their services women have already largely crowded out the men, and this decrease of pay will tend to crowd out the better class of women also. The superintendent strongly urges greater permanency of employment and better remuneration for it.—(Report for 1877-'78.)

TOPICS DISCUSSED.

Among the topics discussed by the superintendent in his report for 1878 are the school district system, the dangers of electing county superintendents by popular vote, the proper basis for apportionment of school moneys, and the high school question.

One of many evils resulting from the present school district system, he says, is the subdivision into small and weak districts. This is done in some cases to avoid taxation, in others to exclude certain families, or to give quarrelsome and ambitious men new districts to manage. A consequence is that the inhabited part of the State has been cut up into 3,792 districts, and the subdivision is still going on. As a remedy, the superintendent advises the adoption of the township system.

A change of the law made in 1877, by which the office of county school superintendent was made elective, has, it is said, resulted badly. Candidates now need not even be able to read and write; and low moral character is not a disqualification, so long as a nomination and votes can be secured. Under the former law, which provided for the appointment of superintendents by county commissioners, there was some complaint that incompetent men were placed in office; but the elective system has increased this evil. The superintendent therefore recommends the adoption of some plan for a

competitive examination of candidates for the county office and the appointment of the successful competitors.

The report sets forth the advantages of the present law (adopted in 1876) for the apportionment of school moneys on the basis of attendance, the former one being that of enumeration. The present plan, it is believed, is that contemplated by the State constitution, which uses the word "scholars" in describing the persons entitled to the benefit of school money. Its effect is to remove the temptation to a false enumeration, to increase attendance, to encourage the opening of new schools, and to place those of rural neighborhoods more nearly on an equality with city schools in respect to the amount of public money received.

As an argument in favor of sustaining public high schools, it is urged that they are necessary as feeders of the State university. Without them it must depend on academies not in the State educational system, and be virtually thrown out of this system. Congressional land grants have given the State a university. It has accepted the gift and by repeated appropriations has made the institution an important factor in the system of public instruction, and the plan cannot be abandoned. The State must secure its success by strengthening the high schools to which it requires the university to look for students.—(State report, 1878.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Under a general law, the towns, cities, and villages which have been organized into independent school districts have boards of school directors comprising 6 members, one-third of them to be changed each year. The board must elect a president, clerk, and treasurer, and may also elect a city school superintendent.—(School laws, 1877.)

STATISTICS. a

City.	Estimated population.	Enrolment in public schools.	Average attendance.	Teachers.	Cost of the buildings for schools.
Minneapolis	34,747	5,270	3,721	102	\$305,502
St. Paul	37,175	4,402	3,258	84	243,328
Winona	11,000	1,788	1,284	33	128,460

a These figures are from a table of graded school statistics in the State superintendent's report for 1878. Neither the population of the cities nor the number of youth of school age is given; the former has been supplied.

ADDITIONAL PARTICULARS.

Among the events of the year which affected *Minneapolis* school interests is the reported consolidation of the former two boards of education. The course of instruction in the high school (a new building for which was to be completed in September, 1878) "is so arranged that it will articulate with the State university," and graduates will be prepared to enter either its classical, modern English, or scientific course. In the common school course the time given to arithmetic will be abridged, fewer processes and greater familiarity with these few being insisted on; language is to be studied more as an art, and the drill in grammatical analysis and parsing greatly restricted; geography is to be compressed into one book, and its higher features given through oral lessons.—(State superintendent's report, 1878.)

The superintendent of *St. Paul* makes no extended report this year, but he speaks of the prosperous condition of the high school, in which there was an enrolment of about 250, a class of 22 graduating at the close of the year and 70 being admitted from the grammar schools.

In *Winona* the attendance was unusually good during the fall and winter terms of 1877-78, but in summer it was seriously affected by the prevalence of measles. Tardiness was almost entirely suppressed, there having been but 431 cases during the entire year, while 7 years ago there were 12,320 in the same length of time. The schools have been greatly improved and thoroughly regraded during the last 7 years, and the course of study has been revised and extended. The high school, which 7 years ago had neither reference library nor apparatus, has now both philosophical and chemical apparatus, a good reference library, and the basis for a cabinet. Important additions to the chemical and philosophical apparatus also were made during 1878. Within the same period, too, the school buildings have been greatly improved, small wooden ones, with imperfect arrangements, having given place to large brick structures, supplied throughout with modern improvements in heating, ventilation, furniture, &c.—(State report, 1878.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The State normal schools of Minnesota were established under a general act passed in 1858. The first one was opened at Winona in 1860, the second at Mankato in 1868, and the third at St. Cloud in 1869. In the beginning, each school was managed by a local prudential committee, but in 1873 a law was passed requiring the governor to appoint 6 normal directors, who, with the superintendent of public instruction, should constitute a State board and have charge of the schools. This plan has given them a unity of character and similarity of organization which they did not before possess.

Two courses of study are offered in each school — an elementary and an advanced. The former prepares for teaching in the ordinary schools, the latter for the higher departments of graded schools; in both the instruction is largely of a professional character. The total enrolment of normal pupils in the 3 schools during 1877-'78 was 550, besides 281 in the model schools. Average attendance of normal pupils, 416; number of graduates for the year, 59. — (State report, 1878.)

OTHER NORMAL TRAINING.

No trace of any special training for school work appears in the calendar of the university for 1877-'78 or in the arrangements of other colleges the catalogues of which have been received.

TEACHERS' INSTITUTES.

An act was passed in 1868 making a yearly State appropriation of \$2,000 to defray the expenses of teachers' institutes, to be held under the direction of the superintendent of public instruction. This law was so amended in 1873 that \$1,000 could be expended on institutes of one or two weeks' duration, and \$2,000 on training schools of from four to six weeks in length; in 1877 another amendment permitted the whole appropriation to be applied to institutes without regard to length. It was found that terms of one or two weeks secure the best results; if teachers are willing to attend longer, they prefer to go to a normal school.

Institutes were held in 1878 in 19 counties, with a total enrolment of 1,263 teachers. It has been found well to furnish institute instructors from the principals and teachers of the State normal schools. The county superintendent is the presiding officer at these institutes, with full liberty to teach and make suggestions as to management; and one or more teachers of experience in institute work are also employed. — (Report.)

TEACHERS' DEPARTMENT OF EDUCATIONAL JOURNAL.

No Minnesota journal devoted to the school interests of the State is known to the Bureau, but for the benefit of the Minnesota subscribers to the Educational Weekly, of Chicago, a part of a column in that journal is frequently given to matters relating to Minnesota school work.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Precisely how many of the 79 public graded schools reported are high schools in the sense of having courses of higher study, Superintendent Burt says, cannot be stated. The highest school in the grade is often called the "high school," more in view of its aims and hopes than of its present attainments. In 6 of these schools, however, Greek was studied by 46 pupils; in 33, Latin, by 628; in 3, German, by 907; and in 2, French, by 35. Thirty schools report a total of 145 pupils who intend to take a higher course.

A law was approved March 9, 1878, appropriating \$8,000 annually in aid of public graded schools.¹ This is to be given, in sums of \$400 each, to graded schools selected by the high school examining board as deserving of the aid. They must have regular and orderly courses of study, embracing all the branches prescribed as a prerequisite for admission to the collegiate department of the university not lower than the third or subfreshman class. — (State report, 1878.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix, and the summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Minnesota*, at Minneapolis, had in 1878 a collegiate department covering substantially two preparatory years and two of the ordinary collegiate. For

¹This sum is made \$9,000 by the law as published in the Calendar of the University of Minnesota for 1877-'78.

completing this no diploma is assigned. Its classical, scientific, and modern courses simply prepare for the junior year of the college of science, literature, and arts, in which the same courses are continued, and for the corresponding year in the college of mechanic arts and in the college of agriculture. The courses in these lead respectively to the degrees of bachelor of arts, bachelor of engineering, and bachelor of agriculture. Examinations for entrance on the elementary course were held in 1877 and in 1878 at various points throughout the State. The enrolment and attendance in the lower classes were consequently greater than in any previous years, the actual daily attendance for the whole institution exceeding 340 for the greater part of the session of 1877-78, and the full list for all courses and departments 371, under 19 professors and instructors. The university is open, free of charge for instruction, to all persons, male or female, over 14 years of age, who pass the required examinations, except such as are entitled to receive, and can receive, substantially the same instruction in the public schools of their districts.—(University calendar, 1878.)

Macalester College, Minneapolis (Presbyterian), remained suspended in 1878, awaiting the completion of buildings for its work and a fuller endowment.

Carleton College, Northfield (Congregational), had classical, scientific, literary, and English courses of 4 years each beyond its preparatory course of 3 years. It also gave instruction in music. Both sexes are admitted. Students in the fall term of 1878 in the preparatory and musical departments, 205; in the collegiate, 32; all under 10 instructors and professors.

St. John's College, St. Joseph (Roman Catholic), had, for young men only, a classical course of 3 years, a scientific course of apparently the same length, an ecclesiastical course of 4 years beyond its introductory elementary course of 2 years, with a commercial course. The statistics for 1878 showed 76 students in classical and commercial courses.

Augsburg Seminary, Minneapolis (Lutheran), for young men, besides a preparatory course in which were 30 students, has a Greek department with a 4 years' course, in which were 51 students, under 6 instructors, in 1878.—(Catalogues and returns.)

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Young women are admitted in common with young men to all the privileges of the State university and to Carleton College. There are also two chartered institutions in the State for their exclusive instruction, *St. Mary's Hall* and the *Minneapolis Female Seminary*. For statistics of these last, see Table VIII of the appendix, and the summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State university having provided scientific and English courses in its elementary and collegiate department, carries on its instruction in these, for such as desire it, in the colleges of agriculture and of the mechanic arts.

The *College of Agriculture* offers four courses: (1) the regular undergraduate, of 2 years, supplementary to the collegiate; (2) the elementary, of 4 years, beginning from a much lower point; (3) special courses of 1 year, and (4) a farmers' lecture course of 10 weeks in duration. The elementary course in agriculture requires the same amount of preparation as to enter the collegiate department. The special courses are open to all who are competent to receive the instruction, the only stipulation being that they must be able to read and write.

The *College of Mechanic Arts* provides 3 advanced courses, one each in civil engineering, in mechanical engineering, and in architecture, all based on the scientific course of the collegiate department. If not graduates of that course, applicants for admission must pass an examination in the studies belonging to it.—(Calendar of university.)

At *Carleton College* the instruction given in the scientific course will probably be greatly stimulated by the addition of an astronomical observatory, the main building for which was completed in 1878 and furnished with a fair supply of all the most necessary instruments.—(Catalogue for 1878.)

PROFESSIONAL.

Theological instruction under Evangelical Lutheran influences is given at the *Augsburg Seminary*, Minneapolis, in a course of 3 years; under Protestant Episcopal influences, at the *Seabury Divinity School*, Faribault, in one of the same length, both meant to follow a collegiate course, which, however, is not made indispensable to entrance. *St. John's Seminary*, St. Joseph (Roman Catholic), has a 4 years' ecclesiastical course beyond the collegiate one before mentioned; but it is said that graduates of the collegiate course may complete the ecclesiastical course in 3 years.—(Catalogues and returns.)

Legal training and *medical* instruction enter into the plan of the University of Minnesota; but in 1878 its colleges of law and medicine were yet unorganized.

For statistics of scientific and professional instruction, as far as given, see Tables X and XI of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

STATE INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

As early as 1858 an act was passed by the State legislature to establish an institution for the education of the deaf and dumb. In 1863, when provision was made by the legislature for the education of the blind with the deaf and dumb, the school was opened. In 1874 a separate building was provided for the blind, which made it possible to organize that department more in accordance with the necessities of their condition. When the main building for deaf-mutes shall be finished, the institution will have ample accommodations for all the deaf-mutes of the State for probably 10 years at least.

Returns for 1878 give 108 as the number of deaf-mute pupils, under 6 teachers, 3 of the teachers being semi-mutes; 21 as the number of the blind, under 9 instructors and other employes, 2 of these latter blind. The common school branches are studied by both classes of pupils; higher branches, as the capacity of pupils may demand them. The employments taught the deaf-mutes are coopering, shoemaking, tailoring, printing, and dressmaking; those taught the blind, caning chairs, fancy bead work, hand and machine sewing, knitting, and household work.—(State report and returns from superintendents.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The third annual meeting of the Minnesota Educational Association was held at Minneapolis, August 13, 14, and 15, 1878. The address of welcome, by President Folwell, of the State university, came first. It was followed by the annual address of the president of the association, Professor D. C. John, of the Mankato State Normal School. Among the subjects discussed in the other addresses and papers were "Programme for graded and ungraded schools," "Compulsory education," "School buildings, grounds, and their belongings," "The best method of electing county superintendents," and "Natural science in the common schools." The most interesting discussion was on the subject of school hygiene. It was begun by Professor L. B. Sperry, in a practical address, and continued by Dr. C. N. Hewett, secretary of the State board of health.

Resolutions were adopted at the close of the session warmly indorsing the law of 1878 for the encouragement of higher education; also expressing appreciation of the efforts made by the State board of health to improve the public hygiene, especially in the schools, and pledging the coöperation of teachers present in the work. It was further resolved that compulsory attendance be a standing subject of discussion in the meetings of the association.—(Educational Weekly.)

CHIEF STATE SCHOOL OFFICER.

Hon. DAVID BURT, *State superintendent of public instruction, St. Paul.*

[Third term, 1879-1881.]

MISSISSIPPI.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5-21).....	150,504	.....	.....	.....
Colored youth of school age (5-21).....	174,485	.....	.....	.....
Whole number of school age.....	324,989	348,351	23,362	.....
White youth in public schools.....	84,374	.....	.....	.....
Colored youth in public schools.....	76,154	.....	.....	.....
Whole number in the schools.....	160,528	265,978	45,450	.....
Average monthly enrolment, white..	63,943	.....	.....	.....
Average monthly enrolment, colored..	55,814	.....	.....	.....
Whole average monthly enrolment...	119,757	171,226	51,469	.....
Average daily attendance, white.....	52,672	.....	.....	.....
Average daily attendance, colored.....	44,627	.....	.....	.....
Whole average daily attendance.....	97,299	115,976	18,677	.....
SCHOOLS.				
Average term, in days, in country.....	77	.....	.....	.....
Average term, in days, in cities.....	200	.....	.....	.....
Average throughout the State.....	.....	79	.....	.....
TEACHERS AND THEIR PAY.				
Number of white teachers.....	2,669	.....	.....	.....
Number of colored teachers.....	1,459	.....	.....	.....
Whole number in public schools.....	4,128	4,763	635	.....
Average monthly pay of each.....	\$29 19½	\$27 00	.....	\$2 19½
INCOME AND EXPENDITURE.				
Receipts for public schools.....	\$496,987	\$626,268	\$129,281	.....
Expenditures for public schools.....	481,215	592,805	111,590	.....
PERMANENT STATE SCHOOL FUND.				
Amount of this fund held by State....	\$815,229	\$815,229	.....	.....

(From printed report of Hon. J. A. Smith, State superintendent of public education, for 1877, and written return from the same to the Bureau of Education for 1878.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public education, who is elected by the people for 4 years to supervise the public free schools, and a State board of education, comprising the secretary of state, the attorney general, and the State superintendent of public education, to care especially for school lands and school funds and serve as a court of appeal.

The local officers are county superintendents, appointed biennially by the board of education, subject to approval by the senate, after examination by a county examining board; and boards of 3 school trustees, elected by the people in each school district, except in incorporated cities and towns, where they are selected by the board of mayor and aldermen.—(School laws of Mississippi, 1876 and 1878.)

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by State and county school funds (including the income from the permanent school fund) and by local taxation. The permanent

school fund is derived from sixteenth section lands coming from the "Chickasaw cession," and amounted in 1878 to \$315,229. This the State uses and pays interest on to the amount of \$75,218 annually, which sum is apportioned to the schools from funds raised by general taxation. Other State and county school funds are those arising from sales of lands held by the State for taxes, from licenses, fines, poll taxes, &c. State school funds are apportioned to each county in proportion to the number of educable children therein from 5 to 21. It is provided that whenever the amount of the school fund in the State treasury in any fiscal year does not reach \$200,000, exclusive of Chickasaw and sixteenth section funds or other special funds, then the State treasurer shall transfer from the general fund to the common school fund enough to make the amount \$200,000.

The extent of local taxation authorized for public schools appears to be a levy by county boards of supervisors not to exceed 3 mills on the dollar, and one by boards of mayor and aldermen in towns constituting separate districts sufficient to provide fuel for the schools.

Schools must be maintained at least 4 months in each year and 5 when there is sufficient money. They must afford ample free school facilities to all the educable youth; but white and colored must not be taught in the same building.

Teachers cannot be legally employed unless they hold certificates from their county superintendent. Teachers' salaries are fixed by county superintendents in connection with the board of supervisors or with the board of aldermen in cities and towns constituting separate school districts. The amount varies according to the number of pupils attending, but it must not exceed a certain maximum.

Text books for the public schools in each county are agreed upon at a meeting of the teachers of the county, called by the county superintendent. When their action is approved by the county board of supervisors, it becomes final, and the list holds good for five years. The county superintendent is to see that all the schools in his county have a school term of equal length.—(School laws, 1878.)

GENERAL CONDITION.

Under a law of 1873, the sessions of the legislature, and consequently the reports of the State superintendent of public education, which are to be submitted at these sessions, were changed from annual to biennial. Hence no report has been made for the year 1877-'78, nor can any be looked for till that year is included with 1873-'79 in the statement to be made to the legislature in January, 1880. Under these circumstances, the only points at which we can trace progress or retrogression between 1876-'77 and 1877-'78 are those respecting which Superintendent Smith has kindly furnished statistics for the latter year. These indicate 23,362 more children of school age and an advance of 45,450 in enrolment. While the average daily attendance did not keep pace with this large increase of enrolment, it advanced 13,677. There were also 635 more teachers employed, \$129,231 more received for public schools, and \$111,590 more expended on them. The only item in which any decrease appears is the wages of teachers, which went down from an average of \$29.19¹ a month to \$27, a reduction painful to read of in connection with an advance in every other point, and especially painful because it follows two preceding ones, which, with this, have brought down the average monthly pay \$28.47 in three years.¹ With this exception, however, the showing for the year is, as may be seen, a most favorable one upon the whole for a State in which free schools are yet comparatively in their infancy, and in which, from the circumstances attending their introduction, there is yet considerable prejudice against them. In the future the public school system seems likely to be much improved under the operation of a revised school law approved in March, 1878, the main features of which have been given under preceding heads.

CITY SCHOOL SYSTEMS.

OFFICERS.

Under the provisions of the new school law of 1873, any town of 1,000 or more inhabitants may constitute a separate school district, if the mayor and aldermen so elect; and the said mayor and aldermen, acting in conjunction with the county superintendent, constitute a board of appointment to appoint 3 persons, patrons of each school, a board of trustees for such school, to hold office for one year and to look after all school interests. The county superintendent, however, retains his supervisory powers. Vicksburg, under a special act of the same year, has 2 trustees of schools for each city ward, to hold office for 2 years.

¹ That is, from \$55.47 in 1874-'75 to \$27 in 1877-'78.

STATISTICS.

City.	Estimated population.	Youth of school age.	Enrolment in public schools.	Average attendance.	Teachers.	Expenditure.
Natchez <i>a</i>	19,000	8,107	2,730	2,599	76	\$9,626
Vicksburg.....	12,000	3,600	1,459	820	20	13,987

a The figures relating to schools here given for the city of Natchez include Adams County.

ADDITIONAL PARTICULARS.

No printed reports from either of the two cities for 1873 have been received, but written returns from the superintendents give the following items besides those above: first, that in both cities the system includes primary, grammar, and high schools; next, that the statistics of Vicksburg show 3 school buildings, with 21 rooms for both study and recitation, under the charge of 20 teachers, and sittings for only 1,185 of the 1,459 pupils enrolled; a fact which may account for the small average attendance. Of the 20 teachers, all but 2 in the high school were women.

TRAINING OF TEACHERS.

NORMAL SCHOOL AND NORMAL DEPARTMENTS.

The *State Normal School*, Holly Springs, reports for 1873 an attendance of 124 normal students, 83 men and 41 women. The State established and supports this school for the purpose of training teachers for the public schools of Mississippi. Tuition is free, except to students from other States. The full course of study occupies 4 years.—(Return and catalogue.)

Shaw University, Holly Springs, and *Tougaloo University*, Tougaloo, report normal departments; the course in the former covers 3 years, in the latter 5. There was at Shaw University an attendance in 1877-78 of 35 normal students, including 27 in a preparatory class; at Tougaloo, according to a written return, 29 normal students and 103 others.

For further statistics, see Table III of the appendix, and a summary of this in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

No arrangement for holding institutes appears in the new law of 1873, excellent as that law is in many of its provisions.

DEPARTMENT OF EDUCATIONAL JOURNAL.

In the *Eclectic Teacher*, of Louisville, Ky., a department is assigned for educational information from Mississippi.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no information in this Office upon which even an estimate can be based of the number of public high schools in Mississippi or of the students attending them in 1878. Returns from Natchez and Vicksburg show that in each of those cities there was one such school in operation; and from the *Eclectic Teacher* of June and January, 1878, it appears that there were similar schools in Batesville, Summit, Fayette, and Sardis. There are doubtless a number of others, but, in the opinion of Mississippi educators, not nearly so many as are needed.

To supply the demand for more schools preparatory to college and to establish a link between the university and the common schools, a law was passed by the legislature in 1873 providing that where suitable school buildings and a library of 200 bound volumes of well selected miscellaneous literature are furnished without expense to the State, and where teachers of good moral and educational standing shall have associated themselves as a faculty in schools with these facilities for work, students may attend from any county in the State, and, to defray the expense of their tuition, may draw from the school funds of their counties the pro rata amount to which they would have been entitled had they attended the public schools in their own counties. Such high schools or colleges are required to adopt a course of text books as nearly as possible in accordance with the curriculum of the University of Mississippi, so that students may pass from these schools into any class in the university without loss of time or text books. Out of this arrangement will doubtless come better high schools and a closer connection between them and the university.—(School laws of 1873.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix, and the summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The only change noted in the organization of the *University of Mississippi* is the removal from it of the State College of Agriculture and the Mechanic Arts. With this exception the departments of study remain the same as reported in 1877, namely, those of preparatory and professional instruction and that of science, literature, and the arts. The last has 5 distinct courses of study, 3 of them for undergraduates and 2 for graduates, the first 3 leading to the degrees of bachelor of arts, bachelor of science, and bachelor of philosophy; the last 2, to those of master of arts and doctor of philosophy. Tuition is free, the university being supported by the State.

Besides the State university, 4 colleges and universities, namely, Mississippi and Jefferson Colleges and Shaw and Alcorn Universities, send reports for 1878.¹ Jefferson College, however, does not claim to provide anything beyond a preparatory course. Of the others, all but Mississippi College report preparatory departments, or courses of 2 to 3 years, and classical and scientific courses of 4 years. To these are added in Shaw University normal, theological, legal, and medical courses. Mississippi College has a preparatory course of 4 years, the first 2 of which are devoted to English studies. The college courses are organized on the plan of independent schools, and there is no set time for graduation, all degrees being conferred when the prescribed studies have been mastered. It has graduate courses in Greek, Latin, mathematics, and natural sciences. All these institutions are non-sectarian except Shaw University and Mississippi College, the former of which is under Methodist and the latter under Baptist influences.

For statistics, see Table IX of the appendix, and a summary of this in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Opportunities for higher instruction are afforded young women as well as men in 2 of the institutions above mentioned—Shaw and Alcorn Universities. There are also in the State a number of colleges and institutions devoted to women especially. For statistics of these, see Table VIII of the appendix, and a summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

This is provided, to some extent, by all the collegiate institutions of the State in scientific courses or schools covering 4 years; also at Alcorn University, Rodney, which receives a portion of the State's congressional grant for the benefit of agriculture and the mechanic arts. There were attending here, in 1878, 11 students, all in the first and second years of the 4 years' course.

An agricultural department was formerly connected with the State university, but it has been abolished and the State is establishing an agricultural and mechanical school at Starkville, in the eastern portion of the State. This, however, was not yet organized in 1878.—(Catalogues of colleges and returns.)

PROFESSIONAL.

A limited course of *theological* instruction is given at the Bishop Green Training School, Dry Grove (Protestant, Episcopal), and at Shaw University, Holly Springs (Methodist).

The Bishop Green Training School is a missionary enterprise sustained by individual effort. It does not claim to be a theological seminary proper, and gives such instruction only in the department of Holy Scripture and the sacred languages. Students are also trained in out-door pastoral work and fitted for admission to regular theological schools.—(Return and report, 1878.)

The theological department of Shaw University was organized to meet a special want among the colored race for a trained ministry, a need which has been so urgent that but few of the students have been permitted to complete their course. This department, it is stated, will be made more thorough with the increase of means and general advancement of the students.—(Catalogue of university.)

Opportunities for *legal* study are afforded in the State university and in Shaw University.

¹Tongaloo University may be found under the head of Training of Teachers and among the normal schools in Table III of the appendix.

The law school of the State university reports for 1878 an attendance of 34 students in charge of 1 professor, assisted by several lecturers. This school, which is as yet the only one comprised in the department of professional instruction of the State university, formerly had a course of study covering 2 years, but the period has been shortened to 1. The diploma or degree obtained after passing a satisfactory examination is a license to practise law in any court in Mississippi.—(University catalogue.)

¶ The course in Shaw University Law School covers 3 years, and comprises the several branches of constitutional law, real property, contracts, torts, criminal law and procedure, civil procedure at common law, evidence, jurisprudence, and proceedings in equity. There were 6 students attending the school in 1878.—(Catalogue of Shaw University, 1878.)

† In medical study, Shaw University reports a list of 4 students for 1877-78, but a medical course is not yet arranged. Those who desire to fit themselves for the practice of medicine will be advised by a practising physician as to what studies they shall pursue.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Mississippi Institution for the Education of the Deaf and Dumb, Jackson, reported for 1878 3 professors and 52 pupils, 31 of them girls. Instruction in the common school branches and articulation, as well as in dressmaking and gardening, is given. The pupils remain five years on an average.—(Return.)

EDUCATION OF THE BLIND.

From the Mississippi Institution for the Blind, at Jackson, there is, as in 1877, no report or return.

INDUSTRIAL TRAINING.

D'Evereux Hall Orphan Asylum, Natchez, reports 251 inmates since its foundation in 1858, and 47 present in 1878. The institution is supported about equally by contributions and market gardening. The children receive a common school education, and are taught music, general farming, and market gardening. The managers endeavor to find places for the orphans with farmers, or as clerks in stores.—(Return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association was to meet at Oxford on June 28, 1878, but no notice of the sessions has been received.—(Eclectic Teacher, June, 1878.)

CHIEF STATE SCHOOL OFFICER.

Hon. J. A. SMITH *State superintendent of public education, Jackson.*

[Term, 1878-1881.]

MISSOURI.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20)....	520,867	650,363	129,501	.....
Colored youth of school age.....	32,411	37,880	5,469	.....
Total youth of school age.....	553,278	688,243	134,970	.....
White youth in public schools.....	349,685	423,975	79,290	.....
Colored youth in public schools.....	14,504	19,203	4,704	.....
Total attending.....	364,189	443,183	83,994	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Ungraded school districts.....	.....	8,142	.....	.....
Graded school districts.....	.....	279	.....	.....
School-houses, including rented build- ings.....	7,914	8,266	352	.....
School rooms for study.....	.....	8,092	.....	.....
Schools for white youth.....	7,371	7,849	478	.....
Schools for colored youth.....	369	434	65	.....
Total number of schools.....	7,740	8,283	543	.....
Average time of school, in days.....	.....	99	.....	.....
Estimated value of school property...	.....	\$8,321,399	.....	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	5,760	6,239	479	.....
Women teaching in public schools....	3,700	5,060	1,360	.....
Total number of teachers.....	9,460	11,299	1,839	.....
Average monthly pay of men.....	.....	\$36 36	.....	.....
Average monthly pay of women.....	.....	28 09	.....	.....
RECEIPTS AND EXPENDITURES.				
Total receipts for public schools.....	.....	\$4,207,617	.....	.....
Total expenditures.....	.....	2,406,133	.....	.....
STATE SCHOOL FUND.				
Amount of available fund.....	\$2,910,294	\$2,909,457	.....	\$837

a County school funds are reported aggregating \$2,338,368 and township funds \$1,980,679.

(From reports of Hon. Richard D. Shannon, State superintendent of public schools, for 1877 and 1878, and return for 1873. It is but proper to say that the State superintendent cautions his readers against accepting too implicitly the only figures he is able, in the existing absence of county supervision, to present. The population from 6 to 20, for instance, was reported in 1875 as 725,723, or about 37,480 higher than in 1878; it is unquestionable, however, that the real figures must have been much lower then than now.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of public schools, chosen quadrennially by the people. There is also a State board of education, composed of the governor, secretary of state, attorney general, and the State superintendent of public schools, who is its president and executive officer. The term of office of members is 4 years.

The school interests of counties are to some extent attended to by county commissioners, who are elected for 2 years.

School districts have boards of school directors of 3 members in country districts, and

of 6 in city, town, and village districts not under special laws. These directors are elected by the qualified voters and hold office 3 years, one-third subject to change each year.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

The schools are supported by the income from invested State and county school funds, 25 per cent. of the State revenues, and a district tax on property, which is limited to 40 cents on the \$100 valuation, except that the people at the annual school meeting may vote an increase not to exceed 65 cents on the \$100 by a majority vote of taxpayers. To raise funds by taxation for building purposes requires that the increased rate be voted by two-thirds of the qualified voters at the annual or special meetings.

Public funds are apportioned to the several counties according to the enumeration of school population therein. They are withheld from any district, town, or city neglecting to make return of its enumerated school population or failing to have free schools taught for at least 3 months during the year.

Teachers who do not hold certificates from the State superintendent and actually in force cannot legally be employed unless they have received certificates of qualification signed by the commissioner of their county within the year if of the ordinary grade, within 2 years if of higher grade.

The establishment of schools for colored children is required whenever the enumeration of this class in any city, village, or district exceeds 15. If the average monthly attendance, however, in any such school shall fall below 10, it is to be closed, but for a period not longer than 6 months at any one time. Two or more adjoining districts, each having less than the minimum number of colored children, may unite to organize and maintain colored schools.—(School laws.)

GENERAL CONDITION.

The foregoing statistics have been largely obtained by summarizing the reports of county commissioners as given by State Superintendent Shannon in his reports for 1877 and 1878. The superintendent has not given the totals himself, and from his remarks regarding the inaccuracy of county reports it would seem that very little value is to be attached to them.

As far as they go, they show an increase at all points and indicate fair advance. The school population, number attending, schools in operation, and teachers employed were considerably greater, according to these figures, in 1878 than in 1877. They are in harmony, too, with the generally favorable view expressed by the superintendent. This view, he says, he was led to adopt, "not from the official reports of commissioners and clerks, but from letters received from these officials and others, and from personal observation." He finds a growing appreciation of education, that efforts have been made to secure better teachers, and that as a result there have been better schools. Still, although substantial progress has been made in certain directions, he considers that the public school system is in a very unsatisfactory condition. This he ascribes to the inefficiency of the school law. There being no penalty for neglect of duty, accurate school reports cannot be obtained; county commissioners cannot make such reports, because district clerks fail to furnish the facts on which they can be based; district clerks neglect with impunity to obtain blanks for teachers' reports and contracts, to keep a record of proceedings of the district board, to make written contracts with teachers, and they issue warrants for teachers' salaries when written reports of their schools have not been furnished by them in the form prescribed by law. A similar looseness prevails in respect to the collection of financial statistics, and, to some extent at least, in respect to the disbursement of public funds. It is, therefore, impossible to ascertain the amount expended by the State for public education. In the financial statistics of the school year ending April, 1878, there is a discrepancy of \$21,645.91 between the total receipts reported by district clerks and the sum of the items given by them.

The fault, Superintendent Shannon says, does not lie in the law, which makes all necessary provision for the maintenance of schools and the protection of funds, but in lack of provision for its execution. As the only sufficient remedy, he suggests the establishment of an efficient system of county supervision. The powers and duties of county commissioners should be increased. They should have authority to require district officers to make the reports for which the law provides; they should be paid a fair salary and be required to give bond for the faithful performance of their duties. Among these are to be the care and oversight of the public funds. The suggestion as to county supervision, it is stated, has received the unanimous indorsement of the educators of the State, as expressed by resolutions of associations and institutes, as well as by private speech and correspondence.—(State report, 1878.)

COLORED SCHOOLS.

Superintendent Shannon says, with regret, that the law in relation to colored schools "has been repeatedly evaded and violated" during the last two years; that "a wicked

and malicious advantage is taken of the weakness and ignorance of the negro to shield the lawbreaker" who uses the money that the law appropriates to the education of colored youth.

"The methods adopted," he says, "for evading the law and escaping punishment are varied and ingenious. First, there is a failure to enumerate a sufficient number of colored persons of school age before the convening of the annual meeting. After the meeting, when the directors are appealed to, they require the production of evidence that there is a sufficient number;" then they require "time to look into the law," which takes a month or two; then they say "it is too late to do anything for that school year;" that the colored people should have attended to the matter of enumeration previous to the annual meeting, and that they must attend to it in time next year. "They are promised a school next year, which they do not get. In the mean time their money is used for other purposes." "Sometimes the directors promise well and then are unable to find a teacher, or they cannot agree with the colored people as to the location of the school-house site, &c. Thus the year elapses, a new board that knows nothing of the promises or work of the old one is elected, and the same course is pursued, with sometimes a little variation to suit the emergency. Finally, the case reaches the State superintendent, and after an annoying and repeated correspondence to collect the facts in the case, explain the law, &c., the officers are induced to comply with the law by threats of its execution." In counties at a distance from the capital this threat is frequently of no effect, because the negroes are either induced to drop the matter by promises of future fulfilment, or are unwilling to proceed to law, or have no intelligent representative.

The superintendent asks the legislature to devise a remedy for this injustice, believing that the constitution and laws are ample for the purpose if an expeditious method of enforcement shall be provided.—(State report, 1878.)

KINDERGÄRTEN.

There were 41 Kindergärten in 1878 belonging to the public school system of St. Louis, having a total enrolment of 5,359 different scholars. Of these, 240 were in the fourth year of their age, 1,404 in the fifth, 2,549 in the sixth, 1,027 in the seventh, 131 in the eighth, and 8 in the ninth. The admission of children under 6 years of age has been discontinued, in consequence of a decision made by the attorney of the board in March, 1878, to the effect that the constitutional limitation of 6 to 21 years as the age for which the legislature is required to provide gratuitous instruction excluded persons under 6, and that the board could not legally appropriate money for their education. This system of instruction continues to meet the expectations of its friends as to the development of pupils in habits of neatness, politeness, industry, quick attention, and skill in the use of the hand and eye. It is therefore much regretted that the limitation of school age prevents the admission of children in their fifth and sixth years, the ages best suited for Kindergarten instruction.

A note, added to Superintendent A. T. Harris's report as it went to press, states that an experiment by which the work of the Kindergarten and the work of the primary school were united was in successful operation. The children in the first year of the course of study take primary instruction for one-half of the day and Kindergarten instruction for the other, the primary school pupils in the morning attending the Kindergarten in the afternoon and vice versa.—(Report for 1878 on St. Louis City schools.)

CITY SCHOOL SYSTEMS.

OFFICERS.

A general law for cities, towns, and villages provides for the election of a board of 6 directors of public schools, who choose a president, secretary, and treasurer of their own number, and, thus organized, form a corporate board of education. Certain cities, however, are under special laws, and in these the number of the board varies. In St. Louis it is composed of 1 member from each ward, and in St. Joseph of 2 from each ward. A city superintendent of schools is chosen by the board, which officer at St. Louis selects 2 assistants.—(School law.)

STATISTICS.

City.	Estimated population.	Youth of school age.	Enrolment in public schools.	Average attendance.	Teachers.	Expenditure.
Hannibal	12,800	2,982	1,950	1,315	23	\$19,212
Kansas City	45,000	10,622	4,612	2,668	63	94,330
St. Joseph	30,000	7,119	3,536	2,475	56	62,254
St. Louis	440,000	107,225	49,578	33,075	916	1,479,464

a Exclusive of 6,417 enrolled in evening schools.

ADDITIONAL PARTICULARS.

Hannibal had 1,950 pupils enrolled in the public schools, 60 of whom were over 16 years of age; 300 attending private schools; 23 schoolrooms occupied for study, with 1,590 sittings; and school taught on 177 out of the 180 legal school days. The estimated value of school property was \$39,500.—(Return.)

The public schools of *Kansas City*, from a humble beginning in 1867, have steadily grown in usefulness. In 1878 there was an increase of nearly three hundred in the total enrolment, with a corresponding increase in daily average attendance. Half-day sessions have been held in some of the schools for 4 years, and the plan has proved highly satisfactory. Drawing has been taught for several years, and by many teachers with marked success. The schools are classed as primary, secondary, and central or high, the first two grades covering 7 years, the last 4.—(Kansas City report, 1878.)

In *St. Joseph* the superintendent of public schools reports that, of the 7,119 children between 6 and 20 years of age drawing State money, 6,212 were white and 907 colored. This was an increase of 297 over the number of school age reported in 1876-'77. There were 17 schools, 14 of them district schools, 2 for colored children, and 1 a high school. In addition to the 8 brick school-houses and 1 frame owned by the board, there were 14 rooms rented for school purposes. The superintendent says that the enrolment shows, with the exception of one year, a steady increase from the reorganization in 1864 to the present time, and he thinks that the excellence of the schools has contributed greatly to the material wealth and prosperity of the city.—(St. Joseph Daily Herald, December, 1878.)

The *St. Louis* public school system was begun in 1833, with less than 200 pupils. Its growth has since been constant and greater at all times than the growth of the city in population. During the past 8 years the schools have increased in number 103 per cent., while the city has increased only about 55 per cent. The city, however, had not reached in 1878 so large an enrolment in proportion to its population as many others, the percentage in that year being only 10.2, while in Boston it was about 16, although the school age in Boston is but 5-15, against 6-21 in *St. Louis*. Fifty-eight per cent. of the pupils were under 10 years of age and 36 per cent. under 8 years; 52 per cent. were in the lowest 2 years' work of the course and 63 per cent. in the lowest 3 years; 81 per cent. were in the first 4 years, 16½ per cent. in the second 4 years, and only 2½ per cent. in the third 4 years. Making allowance for an annual growth of 9 per cent. a year in the schools, it is estimated that the average attendance of pupils is about three years.

The public school system in 1878 comprised a normal school, 6 high schools and branches, 54 district schools, 12 colored, and 34 evening, 107 in all. Of 1,056 teachers employed, 916 were in day schools, 93 of them men and 823 women, 66 being principals, 840 assistants, and 10 teachers of music. In the high schools and branches there were 57 teachers. Towards the close of the year the board abolished the branch high schools, so called, by adding the studies taught in them to the district school course.

The Kindergärten had the great advantage of the personal supervision of Miss Blow, to whom they owed their being, and increased in the year from 30 to 41, the enrolment in them rising from 3,333 to 5,359, with an average number belonging of 2,469. At the opening of the fall session of 1878-'79 the experiment of uniting Kindergarten work with that of primary grades was tried, with every appearance of success, the children in the first year of the course of study taking primary instruction half the day and Kindergarten training the other half. In the 34 evening schools there was an enrolment of 6,417, an increase for the year of 1,177; average number belonging, 3,620; average attendance, 3,095. The cost of education per capita in all the day schools, including high, normal, district, and Kindergärten, was \$12.36. In order to lessen the burdens of parents, the board during the year adopted the system of furnishing school books to children at cost price, buying at wholesale of publishers and selling through the teachers.

Instruction has been given in the German language ever since 1864, when it was first introduced into 5 of the public schools and was studied by 450 pupils. It was taught during 1878 in 56 schools to 20,851 pupils, an increase since 1877 of 2,124. The large number of Anglo-Americans studying German is considered significant as indicating that prejudice against Germans as a foreign element has been obliterated by the mingling of both classes in the schools.

The public school library has extended its influence far beyond the limits of the schools and has become a source of culture for the city at large. It is kept open every day, Sunday included, for 12 hours, from 10 o'clock in the morning until 10 in the evening. The number of volumes belonging to it in 1878, including duplicates, was 42,315, besides 6,629 unbound pamphlets. During the year, 3,637 volumes were added, and there was an increase of 25 per cent. in the issue of books.—(Report for 1878 on *St. Louis* public schools.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

The three State normal schools at Kirksville, Warrensburg, and Cape Girardeau were prospering at the close of the school year 1878, although to sustain them it had been found necessary since 1877 to make charges for tuition and incidental fees which were burdensome to their class of students, many of these being teachers of the country schools and others who are obliged to support themselves.

A contingent fee of from \$16 to \$20 is paid by those who pledge themselves to teach two years in the State after graduation. These charges were rendered necessary by a reduction of \$2,500, made in 1877, from the \$7,500 formerly appropriated by the State to each school. State Superintendent Shannon says that more has been done for the improvement of public education in Missouri during the last 6 years by her normal schools and departments than has been accomplished for 20 years by all other agencies combined. Each normal student costs the State about the same amount expended per capita in the public schools, and as good teachers are essential to the prosperity of the public school system it is argued that the State may well afford to appropriate enough to the support of normal schools to make tuition free.

The full course of instruction, which leads to a diploma, covers 4 years. There is also an elementary course of two years, on the completion of which students receive certificates. Many of the students teach during the school year, and can therefore remain only one term at a time in a normal school, returning when they are able to complete the course.

According to returns to this Bureau there was an attendance in the three schools during 1878 of 1,131 pupils in normal studies, besides 91 studying preparatory branches; of the normal students, 691 were young men and 440 young women.—(State report, 1878.)

Lincoln Institute, Jefferson City, for the training of colored youth, was reported to be in good condition, but not making as rapid progress as was desirable, from being hampered by debt. The course of study comprises two departments, preparatory and normal, each of 4 years. Tuition is free, but students are charged a matriculation fee of \$1 a term. The institute received \$5,000 from the State in 1878, and had an attendance, during the latter portion of that year, of 36 in the normal and 103 in the preparatory department.—(State report, 1878, and catalogue.)

The *Normal School of the State University* offers a 2 years' course of instruction intended to prepare teachers for work in the district schools, two collegiate normal courses leading to the degrees of bachelor and master in pedagogics, and a purely professional course in 5 periods of 8 weeks each, designed for those who can remain but a portion of the year. There were 64 students attending in 1878.—(Report and return.)

The *Normal School*, at St. Louis, is sustained by the city; gives free tuition; had an attendance in 1878 of 223 students, all women, and graduated 50. The course of study covers two years and a half.—(Return.)

The *Collegiate Institute*, at Sedalia, a private school, has partial normal training in elementary studies, and an advanced course in which there were 6 students.

The *Northwest Normal School*, Oregon, and the *Fruitland Normal Institute*, Jackson, formerly reporting, made no report for 1878.

Normal classes, or courses, the latter of 2 to 3 years in length, are also spoken of in the catalogues of Central Wesleyan College, Warrenton; Drury College, Springfield; La Grange College, La Grange; and Woodland College, Independence, a college for young ladies. Drury College has two normal courses, one composed of preparatory or collegiate students, trained in methods of teaching in the ordinary branches of common school study; another of 3 years for training teachers of music.

For full statistics of normal schools and departments reporting, see Table III of the appendix, and the summary of this in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

Many institutes were organized during the year 1878, and while the attendance on such gatherings is voluntary, except in Jasper County, they were much more successful than was anticipated.—(State report.)

EDUCATIONAL JOURNAL.

The *American Journal of Education*, published at St. Louis, contained in 1878 many articles of value to those interested in the advancement of educational methods. Suggestions are also made as to the building of more comfortable school-houses and the better furnishing of school rooms.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

State Superintendent Shannon estimates that there are about 300 graded schools in Missouri, but not more than 100 with anything above an elementary course of study, and perhaps 20 or 30 high schools with full high school curricula.—(State report.)

At St. Joseph there was reported an enrolment of 186, with an average attendance of 150; and at St. Louis, an enrolment of 853, with an average attendance of 581 in the high school departments. In both cities Latin, Greek, French, and German were included in the course, with the higher English branches. Some choice among these was allowed at St. Louis; at St. Joseph, together with some higher English studies, tuition was charged for them.—(Returns and reports from both cities.)

OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, business colleges, and preparatory departments of colleges, see Tables IV, VI, VII, and IX in the appendix, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES MAINLY FOR YOUNG MEN.

The *University of the State of Missouri*, Columbia, reported 17 schools, 10 academic and 7 professional. In the medical and normal schools graded courses were established, the normal course leading to three distinct degrees with diplomas. Of the academic schools 5 were devoted to languages, including Latin, Greek, Shemitic, German, French, and Spanish, and 4 courses led to degrees in arts, science, philosophy, and literature. In the last two years of these 4 courses students are allowed to elect studies, approved by the faculty. The State superintendent reports the university in a prosperous condition in 1878, and that it was growing in numbers and influence, notwithstanding certain financial losses and the fact that its endowment was not adequate to its support. There were 577 students under charge of the faculty within the year.—(Catalogue for 1877-'78 and State report for 1878.)

Washington University, St. Louis, has 5 schools, 2 of them preparatory and academic, the others embracing the collegiate, polytechnic, and law courses. The academic department has a 6 years' course, and includes studies preparatory to the college and to the polytechnic school. In connection with this department a primary class for boys under 11 years of age has been organized, and there was also a commercial class for the teaching of English studies and bookkeeping. The number attending in the art department was so large that it was thought well to offer a more extended course, and the aim now is to give systematic training in the principles and practice of the arts of design. An observatory, which is well fitted with astronomical instruments, was erected in 1877.—(Catalogue of the university for 1878.)

Reports or returns covering all or a part of 1878 were received from 11 other colleges or universities for young men or for both sexes, 6 remaining to be heard from. All those reporting had preparatory courses; all but one, classical courses, generally of 4 years. In 5 there were the usual scientific departments, and in the majority instruction was given in French and German, in drawing, painting, and music. In 4 there were normal courses; in 3, commercial; in 5, theological; in 3, graduate; and in 1, the Christian University, at Canton, a 1 year hygienic course. Lewis College, Glasgow, follows the example of the Illinois Wesleyan University, Bloomington, Ill., in offering to non-residents an opportunity to secure the degree of bachelor of philosophy, through an English course of 3 years, examinations in which must be submitted to at the close of each term and each year, as well as at the conclusion of the course. This is designed to meet the wants of young ministers and teachers.

For the names, location, prevailing religious influences, and statistics of institutions for the higher education of young men or of both sexes, see Table IX of the appendix following, and the summary of it in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the institutions for collegiate instruction included above, the following admit women in common with young men to the privileges of their collegiate departments: Baptist College, Louisiana; Central Wesleyan, at Warrenton; Christian University, at Canton; Drury, at Springfield; Grand River, at Edinburg; La Grange, at La Grange; Lewis College and the Prichett School Institute, both at Glasgow; Lincoln College, Greenwood; Thayer, at Kidder; with the University of Missouri, at Columbia, and Washington University, St. Louis, which last has also, in its Mary Institute, a department for the superior training of young women exclusively.

For the names, locations, prevailing religious influences, and statistics of all report-

ing institutions exclusively for the higher training of young women, see Table VIII of the appendix following. For a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College*, a department of the university at Columbia, provides a 4 years' course in agriculture and related studies, with a course in horticulture and a graduate course, each of one year. All students are required to labor as well as study. Besides that necessary for educational purposes, work is furnished, as far as possible, for those who desire it as a means of support. There were 29 students in the course of practical agriculture during 1878.—(University report for 1878.)

The *School of Mines and Metallurgy*, at Rolla, is another department of the State university, and receives a share of the congressional grant for the benefit of agriculture and the mechanic arts. The school, in connection with the agricultural college, aims to carry out the intention of the act of Congress providing for education in the industrial arts. It is well furnished with apparatus, instruments, and appliances for illustration and instruction.—(University report.)

The *Polytechnic School of Washington University*, St. Louis, provides 6 courses of instruction, extending through four years, 5 of them intended to prepare for professional work, either in engineering, chemistry, or architecture. The sixth course, established in 1876-'77, is in science and literature, and leads to the degree of bachelor of philosophy. A systematic course of instruction and practice in the use of tools most common to the trades is given in wood-working, machine, and blacksmith shops. During 1878 this work with tools was greatly extended, and facilities for it were increased. In the art department of the school free evening classes have been formed each year since 1876, to which have been given lessons in drawing and design, with lectures on art history and kindred themes. In other evening classes, under an arrangement with the public school board of the city, the elementary and popular technological studies are taught to all applicants without charge. The instruction in these classes has special reference to the wants of those engaged in or preparing for mechanical and other industrial pursuits.—(Catalogue.)

THEOLOGICAL.

Instruction preparatory to ministerial work is given in connection with collegiate study, or in special theological courses, at *Central College*, Fayette (Methodist Episcopal South); at *Central Wesleyan College*, Warrenton (Methodist Episcopal); at *Christian University*, Canton (Christian); at *Concordia College Seminary* (Evangelical Lutheran), St. Louis; at *Lewis College*, Glasgow (Methodist Episcopal); at *St. Vincent's College*, Cape Girardeau (Roman Catholic); and in the *Vardeman School of Theology*, connected with William Jewell College, Liberty (Baptist). Several of these have no definite theological course, and do not distinguish theological students from others in their catalogues.

For statistics of theological schools reporting, see Table XL of the appendix, and a summary of it in the report of the Commissioner preceding.

LEGAL.

The institutions for legal instruction in Missouri are the *Law School of the State University*, the *St. Louis Law School* (a department of Washington University), and the *St. Joseph Law School*, the last having been but recently opened. The course of instruction in these schools covers 2 years, or terms, of 6 months in the State university, of 7 months in the St. Louis school, and of 5 months in that at St. Joseph. Degrees are conferred only on examination. This, at the St. Louis school, covers the entire course of study, and is conducted by an examining board composed of some of the chief judges and lawyers in the United States. Applicants for admission to the junior class are also examined in the branches of a good English education.—(Catalogues.)

MEDICAL.

The "regular" medical colleges reporting by return or catalogue are the *Medical School of the State University*, Columbia; the *College of Physicians and Surgeons*, Kansas City; *St. Joseph Hospital Medical College*, St. Joseph; *St. Louis Medical College*, and *Missouri Medical College*, also at St. Louis.

All embrace in their courses of study the 7 branches prescribed by the American Medical College Association, and require for graduation attendance on two courses of lectures, with 3 years of study under a regular practitioner, including the lectures. All but one of these schools have established graded courses. Although optional, the graded course is advised, and the third year is offered without charge for tuition, except at the State university, where a 2 years' graded course is prescribed. At

the university, after deliberation, it has been decided to require an examination for admission. The final examination for the degree is conducted by a board of examiners comprising four eminent physicians.—(Catalogues.)

The *American Medical College*, St. Louis, an eclectic school, reports a 3 years' course of study and the requirement of an examination for admission.—(Return.)

The *Homœopathic Medical College of Missouri*, St. Louis, reports the adoption of an optional 3 years' graded course, the obligatory requirements remaining similar to those in other medical colleges. Women are admitted.—(Catalogue for 1877-'78.)

At St. Louis there is also the *Missouri School of Midwifery and Diseases of Women and Children*, a school not intended to make practitioners of medicine, but to educate women in those branches of the profession for which they are peculiarly adapted. The full course of study occupies 1 year. There were 11 students in 1878.

The *Missouri Dental College*, at St. Louis, has made arrangements with the St. Louis Medical College by which students enjoy superior facilities for obtaining such a general knowledge of medicine as is considered necessary for the accomplished dentist. The regular course of study covers 2 years; but as this is considered too short a period in which to gain a thorough knowledge of the science in its present state of advancement, an optional 3 years' graded course has been arranged, no tuition fees being charged for the last year.—(Announcement, 1878.)

The *St. Louis College of Pharmacy* provides a 2 years' course of lectures on the 5 branches usually pursued in such schools: chemistry, materia medica, botany, and pharmacy. In order to graduate, students must have attended these courses of lectures, or one of them and an equivalent to the other in some other school, and must have served a 4 years' apprenticeship in the drug business.—(Prospectus for 1878-'79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

No report for 1878 has been received from the Missouri Institution for the Education of the Deaf and Dumb, at Fulton, which in 1877 had 230 pupils, nor from the Missouri Institution for the Education of the Blind, at St. Louis, which in 1877 had 103 pupils.

REFORMATORY AND INDUSTRIAL TRAINING.

The *House of Refuge*, in St. Louis, reported 263 inmates in 1878. They were taught the common school branches and were employed about 7 hours a day in farming, sewing, washing, and ironing, or in shoemaking, baking, and chairseating.—(Return.)

The *Catholic Protectorate of St. Louis*, at Glencoe, which was established in 1872 for the benefit of orphans or half orphans, reported 35 inmates in 1878. They received instruction in the ordinary branches and were employed in farming.—(Return.)

INDUSTRIAL TRAINING.

The *Girls' Industrial Home*, St. Louis, showed on its rolls 1,300 children admitted since its establishment in 1853, 150 indentured, 50 out on trial, and 10 adopted. The whole number for 1878 was 75, with an average of 60. No girls over 12 or under 2 years of age are allowed to enter the institution. The children, who rarely remain till they are 12 years old, are given an elementary education, are aided in drawing and music if a taste is shown for these branches, and are taught sewing and housework. The home is under Protestant influences, is supported by voluntary subscription, and reports an income from all sources of \$3,479, while its expenditures reached \$5,000.—(Return for 1878.)

There were 8 other asylums or industrial homes sending returns for 1878. Of this number 6 were in St. Louis, 1 at Des Peres, and 1 at Webster Groves. There were 1,237 inmates in these institutions, all of whom were taught the common English branches, sometimes drawing and music, and either housework, sewing, knitting, or beadwork. One of the 6 mentioned in St. Louis is a home for the destitute graduates of the Missouri Institution for the Education of the Blind. The pupils of this institution raised, by their own efforts, \$5,500, which was invested in bonds, mortgages, &c., the interest to be used, if necessary, to defray the expenses of the home. This home was founded in 1878, and the inmates give 6 hours a day of labor to pay for their food, the rest of the day being allowed them to work for themselves.—(Returns for 1878.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association holds a session of three days' duration annually in June. The seventeenth was held at Carthage, closing June 28, 1878. The attendance upon it is said to have been large, the interest great, the papers generally good, and the discussions pointed and practical. A paper by Professor Woodward on "Manual education" suggested new ideas to many teachers present, and met the hearty approval of the association.

State Superintendent Shannon reports that the sessions of this association are growing in interest every year; that not only educationists but citizens prominent in the professions engage actively in its proceedings, which are devoted exclusively to educational, scientific, and literary questions; and that one of the most significant signs of the progress of education here is the zeal with which the best private schools and colleges in the State are of late supporting the association.—(State report.)

AUXILIARY ASSOCIATIONS.

For the purpose of more effectually encouraging the educational interests of all sections of the State and organizing and fostering county institutes, four auxiliary associations have been organized, called the Southeast, Southwest, Northeast, and Northwest State Teachers' Associations. These met at Farmington, Macon City, Kansas City, and Springfield, December 26-28, 1878. More than 600 teachers were present, and the addresses, papers, and discussions are reported as able, interesting, and practical.—(State report.)

COLORED TEACHERS' ASSOCIATION.

In addition to the above, the colored teachers of the State have organized an association, which is in successful operation. An interesting session was held at Columbia, December 26-28, 1878, which was well received by the citizens of that place and cordially assisted by the faculty of the State university.—(State report.)

CHIEF STATE SCHOOL OFFICER.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

[Second term, January 1, 1877, to January 1, 1881.]

NEBRASKA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21).....	92,161	104,030	11,869	.....
Enrolled in public schools.....	56,774	62,785	6,011	.....
Per cent. of enrolment to whole number.	61	60	.....	1
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts	2,496	2,690	194	.....
Public school-houses	2,212	2,231	19	.....
Number of graded schools.....	61	60	.....	1
Number of ungraded schools	2,432	2,630	198	.....
Number with more than six months school. ....	.....	1,168	.....	.....
Average time of school in days.....	127	92	.....	35
Valuation of school property.....	\$1,862,386	\$1,806,467	.....	\$55,919
TEACHERS AND THEIR PAY.				
Men teaching in public schools.....	1,571	1,609	38	.....
Women teaching in public schools.....	2,153	2,121	.....	32
Whole number employed.....	3,724	3,730	6	.....
Average monthly pay of men.....	\$35 46	\$34 65	.....	\$0 81
Average monthly pay of women.....	31 80	25 75	.....	6 05
INCOME AND EXPENDITURE.				
Whole receipts for public schools.	\$1,026,583	\$849,300	.....	\$177,283
Whole expenditure for public schools.	1,027,192	936,932	.....	90,260
STATE SCHOOL FUND.				
Permanent productive fund available.	\$1,615,021	\$2,120,183	\$505,162	.....

(From report of the State superintendent of public instruction, Hon. Samuel R. Thompson, for 1877-'78, including statistics of the preceding school year, and from a return for 1878.)

STATE SCHOOL SYSTEM.

OFFICERS.

For general supervision of the common schools of the State there is a State superintendent of public instruction, who is elected by the people every even year. For due care of the State normal school he has associated with him the State treasurer and 5 other members, appointed by the governor for 5 year terms. For the sale, leasing, and management of school lands, the investment of the fund arising therefrom, and the control of State charitable institutions, there is a board composed of the chief State officers. For the university, meant to crown the school system, a board of 6 regents is chosen by the people for 6 year terms, 2 being changed each year.

For local school supervision, a superintendent of public instruction is chosen in each county every odd year, and a board of 3 trustees in each ordinary school district at first, with subsequent change of 1 each year. In districts with more than 150 children, 6 trustees may be chosen, with one-third changed annually. Women are eligible to district school boards and may vote in district meetings, if liable to tax for school purposes.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

The means for sustaining the common schools are derived (1) from the proceeds of a State school fund; (2) from the rent of the leased school lands; (3) from a State tax of 1 mill on the dollar; (4) from a local tax, not to exceed 25 mills on the dollar in rural districts and 10 mills in city districts; and (5) from local fines, penalties, and license moneys. The first three are distributed on the basis of the number of children of school age, a census of whom is taken annually in each school district. No State aid, however, is given to any district in which a school is not maintained for three months in the year, and what is apportioned must be used only for teachers' wages.

To receive their wages, teachers must hold valid certificates from the county or State superintendent, or a diploma of graduation from the State normal school, which has equal force. They must also make monthly reports of pupils attending, studies pursued, and the proficiency of each pupil in these studies.

The schools receiving State aid are required to be open to all youth of school age residing in the districts where they are held. No sectarian teaching may be given in them, nor any text books be used but such as have been approved by the State superintendent; but with these exceptions the determination of books and studies lies with each district board.

The State funds for educational purposes are made by the constitution a sacred trust, the income and interest from which alone may be used; all losses are to be made good by the State, so that the principal may remain forever undiminished.—(Laws and constitution.)

GENERAL CONDITION.

The State superintendent, in his report for 1878, gives no general statement as to the condition and progress of educational affairs in the State. The statistics, however, show an increase of 11,869 in youth of school age and of 6,011 in the attendance on the public schools, with 19 more school-houses, 198 more ungraded schools, and 6 more teachers, the number of men engaged considerably advancing, while 32 fewer women were employed. On the other hand, there was a shortening of the average school term by 35 days, a decrease of 1 per cent. in the enrolment as compared with school population; of 1 in the number of graded schools; of 81 cents in the average pay of men engaged in teaching; of \$6.05 in that of women; of \$177,283 in receipts for public schools, and of \$90,260 in expenditure upon them, although the principal of the available State school fund increased by \$505,162 in the year.

A comparative table of statistics for 10 years, given by the State superintendent, shows the progress of the public school system during the last decade. In 1869 there were 598 school districts and 26,407 children of school age. In 1878 the school districts numbered 2,690, and the children of school age 104,030. The attendance is not reported for 1869, but in 1870 there were 12,791 pupils in public schools, and in 1878 62,785. The value of school property in 1870 was \$178,604; in 1878 it had reached \$1,806,467. Receipts for school purposes in 1870 were \$167,598; in 1878 they were \$849,300. Expenditures in 1870 were \$163,931; in 1878, \$936,932.

TOPICS DISCUSSED IN THE REPORT.

Among the subjects discussed by Superintendent Thompson in his report for 1878 are a State tax for public schools, the fraudulent division of school districts which the weakness of the law permits, and the text book question.

An increase in the State tax of at least half a mill on the dollar is strongly advised. The superintendent regards its reduction in 1875 from two mills to one as a great mistake. He argues that a State assuming to direct the management of a school system should provide the means for its support in some degree commensurate with the extent of its control; that a State tax tends to equalize the burdens of districts in sustaining the schools and also to remove the disparity in length of school terms throughout the State.

As a remedy for the evils often resulting from a too minute division of districts, an amendment to the law is suggested, providing that before a district is divided there be a two-thirds majority petition to that effect required, instead of a simple majority, as at present; also that there shall be two petitions, one for each part into which it is proposed to divide the district, in order to prevent a majority at one end from cutting off a minority at the other; and that a minimum district be fixed, taking into account territory, number of pupils, and valuation.

The law of 1869, designed to secure State uniformity of text books, is said to have done good, although, from the fact that no way of enforcing its observance was provided, it has been disregarded in many districts. State uniformity, therefore, is but little nearer than when the law was passed. About one-half the districts in the State are using the prescribed list.

Free text books were furnished in 1878 by about 75 districts, an increase from the previous year of 15. Wherever the plan has been tried it has given almost universal satisfaction, as appears from replies to a circular of inquiry sent out. In

the districts using it, an average reduction in the cost of books of 25 per cent. on retail prices has been secured. Only 2 districts out of 20 report a failure of the plan and dissatisfaction with it, and 1 of these furnished books only to those too poor to buy, while both were unable to report the expense of the experiment, showing that the matter was not carefully managed.—(State report.)

CITY SCHOOL SYSTEM.

OMAHA.

Officers.—A board of education of 12 members, 2 from each ward, holding office 2 years, one-half the number being changed each year, and a city superintendent of schools.

Statistics.—Estimated present population of the city, 25,000. Children of school age (5 to 21), 5,336; enrolled in public schools, 2,924; average attendance, 1,810. Number of teachers, 44. Total expenditures for public school purposes, \$61,737.51.

Additional particulars.—Besides the public school enrolment, there are 186 pupils reported in attendance on private and parochial schools. The average attendance in public schools was 96 less than in 1877. This is explained by the fact that the schools of the Roman Catholic Church, then suspended, were reopened in the fall of 1877, thus causing the withdrawal of as many as 150 pupils from the public schools. The schools are classed as primary, 3 grades; intermediate, 2; grammar, 3; and high, 4.—(City report, 1878.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *State Normal School*, Peru, had an attendance of 242 normal students in 1877-'78, a decrease of 23 on the preceding year. Its graduates numbered 37, of whom 4 were from the higher course and 33 from the elementary. The State superintendent reports it as increasing in prosperity and usefulness. There were changes made in its course of study and general management, prompted by a desire to make it more exclusively a school for the training of teachers. It is, however, unfortunate that the school of practice, kept up for two years without expense to the State, had to be discontinued at the expiration of the school year 1877-'78. Of the students entered for the normal courses of 1878-'79, no less than 102 were persons with some experience in teaching.—(State report and catalogues.)

The *Central Normal School*, Genoa, apparently began in 1878 a course of instruction meant to open with 5 years of common school studies, to go on through 5 more of normal school training, and to conclude eventually with collegiate instruction for such as desire it. It gives a list of 71 students, but without designation of the courses in which they were engaged.

TEACHERS' INSTITUTES.

Since the enactment of the school law of 1869, which provided for county and district institutes, the State superintendent says these gatherings of teachers have increased in numbers, popularity, and usefulness, and their influence on the improvement of the schools has been important and valuable. Thirteen institutes were held in 1878, of which 2 lasted six weeks, 7 four weeks, and 4 two weeks. The instruction consisted in reviews of the different common school branches, with reference to methods of teaching them. At nearly all, much attention was paid to principles and means of organizing and managing schools. The chief drawback to these institutes was their cost. The instructors had to be paid by the teachers present, which was in some cases a heavy tax, even though the instructors were poorly paid. The superintendent earnestly urges that the legislature provide a small fund from which instructors at these normal institutes may be suitably paid.

EDUCATIONAL JOURNAL.

A paper entitled *Literary and Educational Notes*, published at Kearney, was during 1878 devoted to education in Nebraska.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

A table of graded school statistics in the superintendent's report for 1877-'78 shows that there were high school departments belonging to the system in 19 cities of the State. A total of 1,026 pupils attended these departments, under 173 teachers. Of the teachers, only 39 were men, and 134 women. No details are given in the table as to the courses of study pursued. The high school course in Omaha, as appears from a city report for 1878, extends over 4 years and comprises the higher English branches, with Latin optional.—(City report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools of colleges, see Tables IV, VI, IX, and X of the appendix following; for summaries of these statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Nebraska, Lincoln, opened in 1871, had in operation in 1878 two of the five colleges which the regents are authorized by the legislature to establish, viz, a college of literature, science, and the arts, and an industrial college, embracing agriculture, practical science, civil engineering, and the mechanic arts. The other three colleges contemplated are of law, medicine, and the fine arts. The courses of study pursued in the college of literature, science, and the arts (for which there is a preparatory department) are classical, scientific, philosophical, and literary. Tuition is free to all, except for music, painting, and drawing.—(State report, 1878.)

The other colleges of the State are Doane College, Crete; Nebraska College, Nebraska City; and Creighton College, Omaha. The last was opened in 1878, and had in attendance during its first term, as reported by the Omaha High School Journal, 130 pupils. Doane College received \$12,000 of additional endowments in 1878.

For statistics, see Table IX of the appendix following, and the summary of this in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The only provision that appears to exist for the superior instruction of young women is in the State University and Doane College, to which they are admitted on equal terms with young men. Brownell Hall, Omaha, however, may fairly claim equality with some schools called colleges for young women.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Industrial College of the University of Nebraska provides scientific instruction embracing courses in agriculture, practical science, civil engineering, and the mechanic arts. The expenditures by the State in connection with this department, the State superintendent says, have not been commensurate with its importance or with the engagements of the State when it accepted the land grant. An important enterprise undertaken by the department is the holding of farmers' institutes in different parts of the State for the collection and dissemination of information on agriculture and kindred subjects. A meeting of this kind held in Lincoln during the winter of 1878 was well attended and profitable.—(State report.)

PROFESSIONAL.

The Divinity School of Nebraska College, Nebraska City (Protestant Episcopal), has 4 years in its course of study, apparently from combining collegiate and theological instruction; it made no report of its statistics for 1878, though unofficial information showed it to be still in existence.

Instruction in law or medicine does not seem to have been systematically given in 1878, the law school of the State university not being yet organized nor any medical college established.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, Omaha, had 52 pupils in 1878, under a principal and 3 assistant teachers, with a matron and foreman of shop. Its aim is to give pupils a good common school education and especially a command over the English language. The highest branches taught are physiology, universal history, geography, and arithmetic. Articulation is taught by means of Bell's system of "visible speech." Twelve boys are learning printing, which is the only trade taught. The smaller boys are trained in gardening and farm work; the girls are taught housework and sewing.

It is suggested that an appropriation ought to be made for the erection of shops for manual training according to the Russian system, by which pupils learn only the fundamental arts which underlie the trades, leaving the constructive part until they enter shops. On this plan the expense of preparing shops would be comparatively small. It is also suggested that girls, as well as boys, might learn printing, scroll sawing, fret work, and various other kinds of light handicraft.—(State report, 1878.)

EDUCATION OF THE BLIND.

The Nebraska Institution for the Blind, at Nebraska City, opened in 1875, had in December, 1878, 21 pupils, taught by a principal and 3 assistants, with a matron and foreman. The school is divided into 3 departments, literary, musical, and industrial, separate in themselves, yet forming one complete course of instruction. The school proper has a course of study identical with that of the best graded schools, and is conducted upon the same general principles. The studies pursued are arithmetic, algebra, grammar and analysis, physical and descriptive geography, rhetoric, physiology, history, reading, spelling, and penmanship. The musical department is under the efficient management of a blind teacher, who was educated at the Iowa College for the Blind. The use of piano, organ, flute, and violin is taught. In the industrial department the boys and young men are required to spend a certain number of hours each day at the making of brooms and caning of chairs. Other trades will be introduced as the number of pupils increases. The girls and young ladies are instructed in all kinds of sewing, knitting, crocheting, bead work, &c. Several have learned to work the sewing machine with remarkable facility.—(State report, 1878.)

EDUCATIONAL CONVENTIONS.

CONVENTION OF COUNTY SCHOOL SUPERINTENDENTS.

A convention of county school superintendents met at Lincoln on the 25th of March. Superintendent Thompson read an exhaustive address, laying out the work of the convention, calling attention to the questions requiring legislation, &c. Committees were appointed on examination of schools, visiting schools, making reports, revision of school laws, resolutions, and on programme. The convention continued in active session until noon of the 27th, when it adjourned in order to permit members to take part in the meeting of the State Teachers' Association.—(High School, Omaha, April, 1878.)

STATE ASSOCIATION.

The State Teachers' Association met at Lincoln, Wednesday, March 27, 1878. After prayer by Chancellor Fairfield, of the university, the members listened to an address of welcome by Mayor Hardy, responded to by Prof. A. D. Williams, who was chosen to preside. The following subjects were discussed by the convention: "Township organization," "True teaching," "Government in higher schools," "Natural science in the schools," "Should the proceeds of the public lands be devoted to educational purposes?" "Reforming influences of education and labor," and "Shall the county superintendency be retained?" The attendance was so meagre as to be discouraging to the few enthusiastic workers and organizers.—(High School, April, 1878.)

CHIEF STATE SCHOOL OFFICER.

Hon. SAMUEL R. THOMPSON, *State superintendent of public instruction, Lincoln.*

[Second term, 1879-1881.]

NEVADA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18)	9,364	9,922	558	.....
Enrolled in public schools	7,353	7,612	259	.....
Average number belonging	5,366	5,127	.....	239
Average daily attendance	4,800	4,666	.....	134
Attendance of those under school age	269	216	.....	53
Attendance in private or church schools	849	1,061	212	.....
Not attending any school	2,138	1,976	.....	162
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts reported	89	82	.....	7
Number using the State text books	77	87	10	.....
Number levying a school tax	8	6	.....	2
Whole number of public schools	143	185	42	.....
Number of these primary schools	88	97	9	.....
Number of intermediate schools	14	11	.....	3
Number of grammar schools	18	18	.....	.....
Number of high schools	3	5	2	.....
Number unclassified	20	54	34	.....
Number held less than 3 months	4	5	1	.....
Number held only 3 months	13	9	.....	4
Number held between 3 and 6 months	39	25	.....	14
Number held between 6 and 9 months	18	31	13	.....
Number held 9 months and more	69	65	.....	4
Average time of schools, in days	150	152	2	.....
Schools maintained without rate bills	89	94	5	.....
New school-houses built	8	10	2	.....
Valuation of school property	\$253,306	\$283,338	\$30,032	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	49	45	.....	4
Female teachers in the same	106	124	18	.....
Whole number employed	155	169	14	.....
Number given first grade certificates	59	49	.....	10
Number that made legal returns	137	146	9	.....
Average monthly pay of men	\$106 13	\$106 00	.....	\$0 13
Average monthly pay of women	89 53	84 00	.....	5 53
INCOME AND EXPENDITURE.				
Whole income for public schools	\$256,902	\$236,491	.....	\$20,411
Whole expenditure for them	231,339	205,147	.....	26,192

(From report of Hon. Samuel P. Kelly, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of public instruction, chosen by the people every fourth year, counting from 1866. He has general supervision of school interests, and makes biennial reports. A State board of education, in which the governor and surveyor general are associated with the superintendent, aids him in the manage-

ment of the public school funds, in the selection of text books for the schools, and in efforts to improve the school system.

In each county a superintendent of public schools is elected every even year, counting from 1866. He and two competent persons appointed by him constitute a county board to examine teachers for the public schools of the county. In each school district a board of trustees of 3 or 5 members, according to population, is elected; 1 of the 3 and 2 of the 5 for four year terms, the others for 2 years, part of them to be changed or reelected at each general election.—(Amended school laws.)

OTHER FEATURES OF THE SYSTEM.

State, county, and district taxes for school purposes—the first two imperative, the other optional—supplement the income from a small State school fund. The State tax expressly for schools is half a mill on the dollar annually; the county tax is not less than 15 nor more than 50 cents on the \$100 annually; the district tax may be what the people choose to make it. State moneys are to be used only for the payment of duly qualified teachers. Those from the counties, at the discretion of the local officers, may be devoted also to the purchase of sites, the election or hire of school buildings, the establishment of school libraries, or the necessary contingent expenses of the schools. Those from the districts must be employed for the purpose or purposes indicated at the time the vote for raising them was passed. The school moneys are apportioned to the districts on the double basis of the number of children of school age (ascertained by an annual census) and the number of teachers. They are distributed among the schools, in districts having more than one, in proportion to the number of pupils in average attendance.

In consideration of the aid it gives to the schools, the State determines the studies to be pursued in them and prescribes through its board of education the text books to be used. No district may receive any part of the public school moneys unless the books thus prescribed are adopted and used in all its public schools. Other conditions are that a public school must have been taught in the district, by a duly examined and certified teacher, for at least 3 months within the school year preceding the apportionment; that no sectarian doctrine shall have been taught and no books or papers of a sectarian character introduced or used.

The salaries of teachers are to be determined by the character of the service required, and no discrimination may be made in the matter of salary against female teachers as such. But no teacher may receive pay, even if duly employed and certificated, till full and correct report has been made, in the form and manner prescribed by law, to the county superintendent and the board of school trustees.

The schools are not only free to all children of school age (none being excluded even from the university on account of sex, race, or color), but, under a law of 1873, an effort has been made to secure to every child from 8 to 14 years of age the benefit of at least 16 weeks' schooling in each year. The law, however, like similar laws in most other States, has proved inoperative.

GENERAL CONDITION.

The State superintendent's report for 1877 and 1878, as may be seen from the statistics given, indicates a considerable increase in the means of education over those of the two preceding years, while 1878 improved at many points on 1877. In the two years 18 new school-houses for the accommodation of the public schools were built, 2 of them at Elko and Gold Hill, large and commodious, and all, Mr. Kelly says, well constructed and as well arranged as the circumstances of the several districts would permit. Each represents, too, he believes, a larger proportionate effort on the people's part than buildings of greater show in the more settled States. Then, in almost every district, improvements were made in the existing school-houses, adding greatly to their comfort and efficiency. After visiting most of the schools in the State, the superintendent reports them generally in good condition and interest everywhere shown in their progress and success; in 4 counties new school districts were formed and new schools opened, in which great interest was manifested.

Then in 1878 there was an enrolment in the public and private schools almost equaling in its increase over 1877 the increased number of youth of school age, a decrease in the number not attending any school, 42 more public schools, a larger number of them with long terms, and this apparently without the rate bills which used to be resorted to for lengthening a term when the State and county school moneys were exhausted.

The only points of decrease of any moment were in the average number in the schools, in the pay of teachers, and (probably from this cause) in the general expenditure for school purposes, though the State apportioned \$49,670.30 for 9,922 census children, an average of \$5 for each child.

KINDERGÄRTEN.

A letter from the superintendent of public instruction indicates that these schools have become by law a part of the public school system, but no date is mentioned.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Neither the school law nor the report of the State superintendent gives any indication of the existence of any State school or schools for training teachers, nor does any private school for this purpose appear to have been established up to the close of 1878.

TEACHERS' INSTITUTES.

In the absence of other means for normal training, the superintendent of public instruction, with the consent of the State board of education, is empowered to convene annually a State teachers' institute for a session of 5 to 10 days, and to engage such lecturers and instructors as he may deem advisable to conduct its exercises. There is an account of the first State institute held under this law under the heading Educational Convention, further on.

County superintendents are empowered to call also one or more teachers' institutes annually, with the consent of the county board of commissioners.

For the expenses of each institute, State or county, the sum of \$100 is allowed to be drawn; in the case of a State institute from the State distributable school fund, in that of a county institute from the county fund.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The report of the State superintendent for the years 1877 and 1878 shows an addition of 2 to the number of high schools in the State. The 3 high schools previously reported were situated at Gold Hill, Virginia City, and Elko. Of the location or condition of the newly established high schools no definite report appears.

PRIVATE SECONDARY SCHOOLS.

For any institutions of this class reporting for 1878, see Tables IV and VI of the appendix following.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

The board of regents of the State University, at Elko, submitted to the senate and assembly of Nevada a report of the condition of that institution up to the close of 1878. The number of pupils fluctuated between 15 and 35 during that year, and many of them were prepared to enter the higher course. Students from other places were lodged in the new dormitory, erected in 1878 on the university grounds and intended to accommodate 20 students. With this aid the necessary expenses for board and lodging of each student need not exceed \$30 a month. The financial report for 1878 exhibits an unexpended balance of \$1,581. The board of regents, in concluding their report, state that, while they claim that the State University has not been proved a failure, their anticipations of its success have not been realized. They recommended the appropriation of \$12,000 by the legislature to the university, provided it should be the decision of that body to continue the institution under existing conditions.

Superintendent Kelly, in his report for 1877 and 1878, speaks much more approvingly and hopefully, saying that at his last visit he found the preparatory department, the only one existing at that time, in excellent order, the students well trained and remarkably well advanced in their studies.—(State report.)

INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Bishop Whitaker's school for young women, established at Reno in 1876, and described in the report of the Commissioner for that year, made report for the autumn of 1878 of 40 pupils under 6 instructors. The regular course, which is distinctly outlined and well arranged, is meant to cover 4 years, beyond a preparatory year for such as may require it, and to embrace all the elements of a good education for young ladies. Music, drawing, painting, German, and French are among the subjects taught, and Latin is offered.—(Catalogue and return.)

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES AND THE BLIND.

The few unfortunates of these classes who have come under the care of the State, amounting to only 4 in all, were at the date of Superintendent Kelly's last report receiving instruction at the California institution for that purpose, at Oakland, and were said to be doing well and making satisfactory progress.—(Report.)

STATE ORPHANS' HOME.

This institution reports 220 inmates since 1870, and 69 in the year 1878. All are taught the common school branches, and some, employments. The home is non-sectarian in character, and is supported by biennial appropriations from the State.—(Return.)

EDUCATIONAL CONVENTION.

TEACHERS' INSTITUTE.

The first session of the State Teachers' Institute was held at Carson City, April 22-26, 1878, State Superintendent S. P. Kelly, president. After the address of welcome by E. A. Moody, of Ormsby, responded to by E. J. Passmore, of Virginia City, an essay was read by Miss Habright. A lecture was then delivered by Hon. S. P. Kelly on "Institutes, primary education, trustees, and the coöperation of parents and teachers." An essay, by Miss Everett, of Gold Hill, followed. The members of the institute called at the Carson City Kindergarten, taught by Misses Babcock and Martin, and witnessed a day's proceedings. They expressed great appreciation of the result of the Fröbel system. Prof. H. H. Howe, of Virginia City, addressed the institute on "Arithmetic," illustrating his method by the aid of an experimental class, and some discussion followed. Exercises in grammar and geography, with classes from the Virginia City schools, were given by Miss Jessup and Mrs. Swift. An address on "Centralization," by W. H. A. Pike, was followed by an essay from Miss Michelson, from Virginia City. F. M. Campbell, city superintendent of Oakland, Cal., not being able to be present, telegraphed an abstract of his address on "Coöperation of parents and teachers." Mr. Van Wagener read a paper on "Trustees and teachers in their relations to schools." Thereafter Mr. Ewing, on "Grading," Mr. Bray, on "Discipline," and Mr. Davis, on "School legislation," were listened to. The institute adopted a constitution and by-laws, made arrangements for permanent organization, and adjourned.—(Pacific School and Home Journal.)

CHIEF STATE SCHOOL OFFICER.

Hon. D. R. SESSIONS, *State superintendent of public instruction, Carson City.*

[Term, January 1, 1879, to January 1, 1883.]

NEW HAMPSHIRE.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	a73, 418	a73, 785	367	.....
Enrolled in public schools	68, 035	66, 023	.....	2, 012
Average daily attendance	47, 921	48, 410	489	.....
Attending private schools	1, 493	3, 782	2, 289	.....
Youth 5-15 reported out of school	3, 890	3, 980	90	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Organized school districts	2, 062	2, 049	.....	13
Number of public schools	2, 562	2, 560	.....	2
Number of graded schools	424	455	61	.....
Town and district high schools	37	49	12	.....
Average length of schools, in days ...	91. 85	96. 65	4. 80	.....
Total number of school-houses	2, 231	2, 261	30	.....
Reported unfit for use	361	300	.....	61
Built during the year	12	23	16	.....
Having maps and globes	699	852	153	.....
Estimated value of school property ...	\$2, 383, 144	\$2, 336, 547	.....	\$46, 597
TEACHERS AND THEIR PAY.				
Men teaching	591	600	9	.....
Women teaching	2, 955	3, 026	71	.....
Whole number of teachers	3, 546	3, 626	80	.....
Teachers in same school successive terms.	1, 127	1, 279	152	.....
Teachers from normal schools	295	396	101	.....
Average monthly pay of men <i>b</i>	\$33 37	\$37 12	.....	\$1 25
Average monthly pay of women <i>b</i>	24 71	24 26	.....	45
RECEIPTS AND EXPENDITURES.				
Total income for public schools	\$609, 733	\$583, 441	.....	\$26, 292
Total expenditures for public schools.	604, 654	636, 655	\$32, 001	.....

a Superintendent's estimate.*b* Including board.

(From report for 1877-'78 of Hon. Charles A. Downs, superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, there is a superintendent of public instruction, appointed by the governor every second year; also a board of trustees of the State normal school.

For townships, there are school committees, elected by the people or appointed by the selectmen. Each town may decide as to the number on its school committee, their title, duties, and term of office.

For districts, there is annually elected a moderator to preside at district meetings, with a clerk to keep record of these and a prudential committee of from one to three persons. In districts composed of the whole town, the duties of a prudential committee are performed by a board of education elected by the people of the district, and consisting of 3, 6, or 9 members. Women may vote for school officers, and are eligible to school committees and boards of education.—(Laws of 1873.)

OTHER FEATURES OF THE SYSTEM.

The public schools are supported by the proceeds of the State literary fund and by a town tax on polls and ratable estate of \$350 for school purposes for every dollar of State tax which such towns are required to raise. Towns may raise a larger sum. The State fund is distributed in the proportion of the number of scholars not less than 5 years old last reported as attending the public schools not less than 2 weeks; the town fund, according to the valuation of each district for the year. Before teachers can be legally employed, they must be examined by the school committee and receive certificates showing them to be not only competent from an educational point of view and of good moral character, but also of "suitable temper and disposition" for teachers.

Provision is made for the organization of high school districts, at the will of the people, in towns and in school districts having not less than 100 children 6 to 16 years of age. Two or more school districts in the same or different towns may unite to form a high school district.

The employment of children under 15 years of age in manufacturing establishments is forbidden unless such children shall have attended some school at least 12 weeks during the year preceding; and children under 12 must have attended six months, or during the entire term of the public school in their district. Employers must have a certificate from the school committee as to such attendance. For violation of this law there is a penalty imposed on employers not to exceed \$20 for each offence, and on parents and guardians of \$10 for the first and \$20 for every subsequent offence.¹—(General laws of New Hampshire.)

GENERAL CONDITION.

Although the enrolment in public schools was in 1878 less than in the previous year, the number of children in average daily attendance—a more important matter—was considerably greater. The private and church schools increased their enrolment rather more than the falling off in the public schools, making a slight total increase in the number of children attending some school. There were fewer public schools by 2, but 61 more graded and 12 more town and district high schools. There was a longer school term; more school-houses were built, more provided with maps and globes, and there were fewer reported unfit for use. A larger number of teachers were employed; more of them taught the same school successive terms and more had been trained in normal schools. On the other hand, there was a slight decrease in the average monthly pay of teachers; a decrease of \$46,597 in the estimated value of school property and of \$26,292 in school revenues.

It appears from the above that on the whole there was a substantial advance. With the improved attendance, better instruction was given. There was also more than usual harmony in the districts and schools. Statistics were returned in better time and condition than the previous year, although there is still room, it is remarked, for improvement in respect to promptness and accuracy. The figures as to number of school population, for instance, are of little value, many towns having failed to report the annual enumeration of children between 5 and 15.

The decrease in number of school districts, though small, is encouraging, as showing the direction public sentiment is taking. Many towns are agitating the question of a consolidation of districts, and this consolidation it is believed will eventually come. In the whole system the superintendent sees nowhere so much waste of time, effort, and money as in the maintenance of nearly 1,000 schools whose average attendance is not over 12 scholars, and he holds that until more districts are consolidated improvement in other directions will be impossible.

A large majority of the schools are still taught by women, who, it is stated, are much better qualified than formerly. They have been employed therefore in higher grades of schools and at better pay, to such an extent as to nearly equalize the rate of wages paid to men and women, leaving out of the account those men who are teaching the high schools.—(State report.)

KINDERGÄRTEN.

For information of these institutions, see Table V of the appendix following, and the summary of it in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

By law, each town may elect annually by ballot a school committee of so many persons as is thought proper. They must be adult citizens, and may be either male or female. In Manchester the committee consists of the mayor, the president of the common council, and 1 member from each ward, instead of 2, as formerly. Nashua

¹In 1879 and afterwards, no child under the age of 10 years may be employed by any manufacturing corporation in this State, under a penalty of \$20 to \$100.

has a board of education of 13 members (including the city school superintendent), and Portsmouth a board of instruction of 12 members.

STATISTICS. *a*

City.	Estimated population.	Youth of school age.	Enrolment in public schools.	Average attendance.	Teachers.	Expenditure.
Concord	13,000	.....	2,375	1,809	66	\$40,743
Dover	10,112	.....	1,678	1,045	47	24,574
Manchester	28,000	.....	3,607	2,413	83	52,155
Nashua	12,000	.....	2,148	1,531	61	29,363
Portsmouth.....	10,000	2,318	1,902	1,350	38	27,349

a These statistics are from the State report, except in the case of Portsmouth, where they are from the city report and a return for 1878.

ADDITIONAL PARTICULARS.

Respecting *Concord* and *Dover* there is nothing beyond the statistics above given.

There is no printed report of the schools in *Manchester* for 1878; but from a written return it appears that the system includes primary, grammar, high, and evening schools, and a training or model school. The evening schools had an attendance of 371 students, and the high had 190 students, 117 girls and 73 boys. There was an estimated enrolment in private or parochial schools of 1,625, which, added to that in public schools, would give a total of 5,232.

In *Nashua*, besides the number attending public schools, there were 70 in private schools, making a total of 2,218 under instruction. Three evening schools were taught, having an attendance of 218 orderly and studious pupils. The schools are classed as primary, middle, grammar, and high, the first comprising 3 years, the second 2, and the third and fourth 4 each. The high school has a classical and English course, and had an attendance in 1878 of 146 pupils, 81 girls and 65 boys.—(City report.)

The schools of *Portsmouth* are classed as high, ungraded, grammar, intermediate, and primary. The last 3 grades may each be completed in 2 years; the high school course extends over 4. Sewing has been taught for years in the schools of the intermediate grade.—(City report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, PLYMOUTH.

The State established this school in 1870 for the special purpose of training teachers for its public schools. It has two courses, one of 1 year, embracing the studies of ordinary grades; the other of 2 years, embracing such as prepare for teaching in the higher grades. Graduation from the former secures a license to teach in the common schools of the State for 3 years; graduation from the latter, a license for 5 years. Up to 1878 there had been 219 graduates from the lower course and 33 from the higher, making a yearly average of 36 from both courses and a total of 252. All these appear to have been absorbed by the State schools, as the State report for 1877 showed 295 teachers from normal schools and that for 1878 showed 396, some of these, doubtless, coming from the normal schools of other States. The class that graduated in 1878 numbered 37 lady pupils, 31 of them from the lower and 6 from the higher course. The classes are said to have been characterized by greater maturity and more thorough scholarship than in the earlier years of the school, and the standard of qualification for graduation having been raised, still better scholarship may be anticipated. No other aids to normal training are known of in the State, except such as are afforded by the courses of institutions for superior and secondary instruction.

TEACHERS' INSTITUTES.

For these useful means of improving teachers there was no provision in the school law in 1878.

TEACHERS' DEPARTMENT OF EDUCATIONAL JOURNAL.

The New-England Journal of Education, Boston, usually assigns a place to educational information respecting New Hampshire.

SECONDARY INSTRUCTION

PUBLIC HIGH SCHOOLS.

The State superintendent reports a total of 49 town and district high schools sustained in 1878, an increase for the year of 12; also, that 6,010 pupils were pursuing the higher branches in these schools. A table is given embracing statistical items

from 33 such schools, prepared from answers to a circular sent out. The returns from 9 of these schools are for 1877; the remainder are for 1878. There was a total attendance of students, as summed up in the table, of 2,362: boys, 987; girls, 1,375. There were 812 studying ancient and 392 modern languages.—(State report, 1878.)

PRIVATE SECONDARY SCHOOLS.

A table is given in the State superintendent's report embracing statistics of 52 private schools of academic grade, which reported to him in answer to a circular sent them, the statistics of all but 5 being for 1878. A total attendance of 2,821 students is reported, 1,689 being boys and 1,132 girls. Of the 123 teachers employed, 68 were men and 55 women. There were 1,601 pupils pursuing the higher branches, of whom 847 studied ancient and 387 modern languages.—(State report, 1878.)

For statistics of private secondary schools reporting, see Table VI of the appendix, and the summary of it in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

The college continued during 1877-'78 its 4 years' academic course, its scientific, agricultural, and medical courses, and that of civil engineering. The requirements for admission are high, but fitting schools that have a regular and thorough 3 years' course of preparation for college are allowed to secure admission to the freshmen class for such of their graduates as hold certificates of having completed the full course and mastered the entire requisites for admission or their equivalents. There was reported, in the fall term of 1878, a faculty of 34, with 1 resident graduate,¹ 215 academic students, 53 in the scientific department, 14 in the Agricultural College, 2 in the Thayer School, and 100 in the medical course, not including duplicate attendance. An unconditional gift of \$25,000 from Henry Winkle, esq., of Philadelphia, was received during the year. It is stated that during the one hundred and seven years since the first class graduated, the college proper, or academical department, has had no less than 1,847 graduates who were natives of New Hampshire. More than 900 of these became preachers of the gospel, 221 having settled in the State. There were 331 traced as teachers of academies and high schools, and more than 4,000 winter schools in the State have been taught by undergraduates. There were 18 judges of the New Hampshire supreme court, 5 at that time on the bench; 8 governors of the State; and more than 20 presidents of other colleges. During all this period the academical department has not received a dollar from the State, although it has had some land grants.—(Catalogue, 1878-'79, New-England Journal of Education, August 15, 1878, and The Dartmouth, June 13, 1878.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The institutions for scientific instruction reporting from this State are the Agricultural and Mechanical College, the Thayer School of Civil Engineering, and the Chandler Scientific School, all departments of Dartmouth College.

The *Agricultural and Mechanical College*, under the new curriculum noticed in last year's report, proposes to give a well rounded but purely English education, comprising also whatever can be taught in a school that bears upon agriculture. The course of study covers 3 years, and has been so extended as to include the English portion of a regular college course, with such additional studies as meet the necessities of the intelligent farmer. The requisites for admission are to be essentially the same as for the Chandler Scientific School. The college farm contains 360 acres of land admirably suited for agricultural experiments.—(Catalogue, 1878-'79, and The Dartmouth, April 18, 1878.)

The *Thayer School of Civil Engineering* provides an exclusively professional training. The course, covering 2 years, is essentially a graduate one, and is intended for men who, by thorough preparation, are qualified for subsequent rapid advancement to responsible and difficult service. Graduates of the academic department of the college are not admitted to this school without a year of preparation in the scientific department, and even graduates from that must pass a rigid examination to secure admission.—(Catalogue for 1878-'79 and New-England Journal of Education.)

In the *Chandler Scientific Department* the course of instruction extends over the usual 4 collegiate years, and after a satisfactory examination the degree of B. S. is conferred.—(Catalogue.)

For statistics of scientific schools, see Table X of the appendix, and the summary of it in the report of the Commissioner preceding.

¹ Resident graduates are instructed in the advanced and special subjects of the several departments in an additional one year's course.

PROFESSIONAL.

The New Hampshire Medical Institution, which constitutes the medical department of Dartmouth College, provides a course of instruction covering 3 years, including two full courses of lectures. Applicants for admission must be 18 years of age and, if not graduates of some college, academy, or high school, must pass an examination as to their fitness for entering upon the study of medicine.—(College catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

Information from the Perkins Institution and Massachusetts School for the Blind, Boston, shows the receipt of \$3,000 in 1878 from New Hampshire, indicating, as the charges for tuition are \$300 a year, that probably 10 blind children from New Hampshire were in the school. In the American Asylum for Deaf-Mutes, Hartford, Conn., there were 20 boys and 6 girls from New Hampshire, and at the Clarke Institution for Deaf-Mutes, Northampton, Mass., there was 1 deaf-mute from this State.

STATE REFORM SCHOOL, MANCHESTER.

During the year 1878 this school had a total of 152 under training, and at the date of the report there were 103, of whom 92 were boys. They were instructed in the common school branches and in employments on the farm, in chair seating, shoe making and mending, and printing. The girls were employed in sewing and housework. The discipline of the school has of late been materially changed; the pupils are allowed more liberty and are made to feel that the institution is a home and a place of instruction rather than of punishment. The result has been good in every respect; the children are more cheerful, more easily governed, learn more rapidly, and work better.—(Report, 1878.)

INDUSTRIAL TRAINING.

The New Hampshire Orphans' Home, established in 1871 at Franklin, gave instruction in 1878 to 44 children in the elementary English branches, housework, sewing, and farming. The institution is supported by voluntary contributions.—(Return for 1878.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-fifth meeting of the State Teachers' Association, which was held October 17 and 18, 1878, at Nashua, secured a good attendance. Among the topics discussed were methods of studying geography, grammar, and reading, class room methods, normal methods of teaching, and oral and written examinations. During the evening sessions a number of addresses were delivered, the first being one of welcome by Hon. Edward Spaulding, of Nashua. It was responded to by the president of the association, E. R. Ruggles, of the Chandler Scientific Department of Dartmouth College. Hon. C. A. Downs, State superintendent of public instruction, delivered an address, and Professor Marshall, of Fitchburg, Mass., gave an illustrated lecture on the Yellowstone Park.

A number of resolutions were adopted by the association, among which was one favoring the placing of all school management in each town in the hands of one set of officers; another, advising that a part of the school revenue should be raised by assessment on the taxable property of the State and distributed to the several towns in proportion to attendance; a third, calling for enlargement of the duties of the State superintendent, so that he should devote a part of his time to visiting the schools; and a fourth, recommending that a moderate sum be set apart for the support of normal institutes.—(New-England Journal of Education.)

OBITUARY RECORD.

EDMUND RANDOLPH PEASLEE, M. D., LL. D.

Dr. Peaslee was born in Newton, N. H., January 22, 1814; he died in the city of New York January 21, 1878. Graduating from Dartmouth in 1836, and returning to it as a tutor in 1837, he continued with the college for 36 years as a teacher, as professor of anatomy and physiology, of surgery, and of gynecology. It was in this last branch that he made his most extended reputation. During his connection with Dartmouth he was also for seventeen years a professor in Bowdoin College; for nine years, in the New York Medical College; for two years, in the one at Albany; and from 1874 on, professor of gynecology in the Bellevue Medical Hospital, New York. At various times he was president of the New Hampshire State Medical Society, of the New York Pathological Society, of the New York County Medical Society, of the New York Academy of Medicine, of the New York Medical Journal Association, of the New York Obstet-

rical Society, and of the American Gynecological Society. He was also a member of ten societies in different States and an honorary or corresponding member of eight societies in this country and Europe. In all these busy years Professor Peaslee was a frequent contributor to various medical journals, also publishing several medical works, all of high repute. He received the degree of M. D. from Yale College in 1840, and of LL. D. from Dartmouth in 1859. It is said by his brother physicians that Dr. Peaslee was in the truest sense a liberally educated man, his intellectual and professional strength coming from the thoroughness and fulness of his training. He was considered one of the most valuable consulting physicians in the country and one of the best educated men in all branches of the profession either in this country or in Europe. (Memorial discourse at Dartmouth College, September 1, 1878, *Detroit Lancet*, February, 1878, and *Buffalo Medical Journal*, March, 1878.)

LORENZO D. BARROWS, D. D.

This efficient educator was born in Windham, Vt., July 1, 1817, and died at Plymouth, N. H., February 18, 1878. His scholastic training was limited to the district school and the academy, but he was a student all his life. He was one of the first to advocate the establishing of the first theological seminary in the Methodist Episcopal Church, which was at Concord, N. H., from 1846 to 1866, and was then removed to Boston. From 1856 to 1859 he was president of the Pittsburgh Female College, and for several years a trustee of Wesleyan University, Middletown, Conn. His principal work as an educator was, however, in the New Hampshire Seminary and Female College, Tilton, with which he was connected as president for six years and as a trustee for life. It was through his influence and effort that this institution has a Ladd professorship of biblical instruction and moral culture. As a teacher he aimed at the broadest culture and always made the most and the best of his students.—(State report.)

PROF. E. KNIGHT.

This gentleman, one of the finest mathematicians in the State, was born at Hancock, N. H., November 1, 1817, and died at New London, N. H., March 4, 1878, aged 60 years. He was naturally a teacher, and for forty years filled such a position, first in the district school, afterwards in the academies at New Hampton and New London. He was always connected with county institutes, and this, as well as his connection with different academies, gave him a wide influence over the common schools. His mind was strictly mathematical; a prominent excellence in his teaching of mathematics, was that he not only taught his pupils the operations under the rules, but also the underlying principles.—(New Hampshire school report for 1878.)

REV. JOSEPH WARREN, D. D.

The Report of the Commissioner of Education for 1877 failed to record the death of Rev. Joseph Warren, D. D., a venerable laborer in schools both at home and abroad.

Dr. Warren was born at Brunswick, Me., August 30, 1809, but passed his childhood in Loudon, Merrimack County, N. H. He attended the public schools and afterwards the Plymouth Academy for a short time; he then became an apprentice in the printing office of the *Statesman*, a newspaper in Concord. He afterwards attended the Phillips Exeter Academy, the Lane Theological Seminary, Cincinnati, Ohio, and the Theological Seminary of the Presbyterian Church, Allegheny City, Pa. After his ordination he and his wife went to Hindostan as missionaries, and during nearly fifteen years he performed there much arduous service. He established and successfully conducted a large mission printing office, at which a great many tracts and evangelical treatises (composed and translated by himself and his fellow-workers) were issued. He was prominently connected with the establishment of the Native Orphan Asylums at Allahabad and with the foundation and endowment of the Male and Female High Schools at Agra; in addition to these labors he was a daily preacher of the gospel in the streets and market places.

Returning to this country in 1853, he remained to educate his two younger children. He was for a time an agent for the Oxford Female College, Oxford, Ohio. He was also pastor, successively, of Presbyterian churches in Greensburg, Ind., and Quincy and Macomb, Ill. Shortly after the beginning of the war, Dr. Warren accepted the chaplaincy of the Ninth Missouri Volunteers, serving steadily with that regiment till the capture of Vicksburg, when he was detailed to service in general hospital No. 2 at that post. Here his attainments and character made him many warm friends, and when the work of supporting, sheltering, and educating the freedmen of the Mississippi developed, he was transferred to duty under Col. John Eaton, general superintendent of freedmen for the Department of the Tennessee and the State of Arkansas, and soon became general superintendent of schools under that officer. Under his supervision were all schools for freedmen south of Cairo, Ill., and north of the Red River in Louisiana. In order to facilitate his new work, Dr. Warren resigned his chaplaincy and was appointed to a similar position in the Sixty-fourth United States Colored Troops, Col. Samuel Thomas commanding.

On the organization of the Bureau of Refugees, Freedmen, and Abandoned Lands, Colonel Thomas was appointed assistant commissioner for Mississippi, and under him Chaplain Warren was continued as superintendent of colored schools for that State.

Resigning his position in September, 1866, Dr. Warren (whose wife's health was too poor to admit of her return to Hindostan) accepted the pastorate of the Presbyterian Church at Salem, Ill., where, three years after, he buried his wife. Removing, after his second marriage, to Flora, Ill., he was principal of a private academy till 1872, when he returned to his former labor as a missionary, closing a long life of intelligent and earnest labor for the church and for education, at Gualior, March 7, 1877.

Dr. Warren was an admirable Sanskrit and Hindostanee scholar and noted throughout India for the precision and readiness of his knowledge in these subjects.

CHIEF STATE SCHOOL OFFICER.

Hon. CHARLES A. DOWNS, *State superintendent of public instruction, Concord.*

[Second term, 1878-1890.]

NEW JERSEY.
STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-18).....	318,378	322,166	3,788	.....
Enrolled in public schools.....	193,709	202,634	3,925	.....
Average attendance.....	107,961	113,604	5,643	.....
Enrolled in private schools.....	42,208	42,017	.....	191
Whole enrolment in schools.....	240,917	244,651	3,734	.....
Children in no school.....	72,389	72,067	.....	322
SCHOOL DISTRICTS AND SCHOOLS.				
Number of townships and cities.....	263	265	2	.....
Number of school districts.....	1,367	1,367	.....	.....
Number of public school buildings...	1,546	1,551	5	.....
Number of departments in these.....	3,081	3,182	101	.....
Number of unsectarian private schools.	198	227	29	.....
Number of church and parochial schools.	88	98	10	.....
Districts in which school-houses are poor.	178	166	.....	12
Districts in which they are passable..	252	274	22	.....
Districts in which they are good.....	464	451	.....	13
Districts in which they are very good.	469	469	.....	.....
Number of new school-houses built...	26	24	.....	2
Number refurnished or remodeled....	35	39	4	.....
Average value of school-houses.....	\$5,099	\$4,967	.....	\$132
Valuation of all school property.....	6,518,504	6,300,398	.....	218,106
Districts with less than 6 months' school.	13	11	.....	2
Districts with 6 to 9 months' school..	80	84	4	.....
Districts with 9 months' school or more.	1,275	1,271	.....	4
Average time of school in days.....	184	194	10	.....
TEACHERS AND THEIR PAY.				
Male teachers in the public schools...	954	993	39	.....
Female teachers in the public schools.	2,356	2,436	80	.....
Whole number of teachers.....	3,310	3,429	119	.....
Average monthly pay of men.....	\$63 78	\$60 50	.....	\$3 28
Average monthly pay of women.....	37 04	36 14	.....	90
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$2,079,907	\$2,704,049	.....	\$75,858
Whole expenditure for them.....	1,929,902	2,004,049	\$74,147	.....
STATE SCHOOL FUND.				
Permanent available fund.....	\$1,650,350	\$1,365,284	.....	\$285,066

(Reports of State Superintendent Ellis A. Apgar for the two years indicated, with returns from the same for income, expenditure, and school fund.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, there are a board of education, a superintendent of public instruction, and a board of examiners. The State board exercises a general supervision over the

school system; the superintendent visits the schools, advises county superintendents, and annually reports on the condition of the whole school system; the State board of examiners tests the qualifications of teachers who desire certificates good throughout the State.

For local school work, there are a county superintendent and a county board of examiners in each county, a board of trustees for each school district, and a township board composed of all the district trustees within each township. For cities there are boards of education, with city superintendents and boards of examiners.

OTHER FEATURES OF THE SYSTEM.

The State board of education is the chief school authority; it makes rules and regulations for the schools not inconsistent with the school law, and carries into effect its provisions; appoints triennially the State and county superintendents (the latter subject to the approval of the county boards of freeholders) and may remove them at its pleasure. It also determines the standard to be reached by teachers for the different grades of certificates given by the State and county boards of examiners, and the frequency with which county superintendents shall visit the schools and meet the township boards of trustees for consultation as to school interests. The State superintendent acts as the secretary and general agent of the board, carries out its instructions, and enforces rules and regulations prescribed by it; he has also specific duties prescribed by law. The county superintendents are allowed salaries sufficient to enable them to give at least the greater part of their time to their work. The schools are sustained largely from the proceeds of a State tax of 2 mills on the dollar, from the interest of the State school fund and a State appropriation sufficient to make this \$100,000 annually. As the allowance from the State suffices for many of the rural schools, comparatively few of the districts raise local taxes to improve or continue their schools, only 246 out of 1,367 doing so in 1877-'78. To obtain State funds, however, districts must maintain their schools at least 9 months each year in suitable buildings, with proper outhouses, and must make annual report of the number of youth of school age (5-18) within their bounds. To obtain their pay, teachers must hold valid certificates and must present to the county superintendent full statistical reports of the schools they have taught. Corporal punishment is forbidden by law. The State schools are not only gratuitous to children in their districts 5 to 18 years of age, but, since 1875, children from 8 to 14 years old are required to attend them or have some other means of instruction at least 12 weeks in each year, of which 6 weeks must be consecutive. Provision is made for graded schools and for school libraries, and under an act of 1878 each public school applying for the same is to be furnished by the State superintendent with a simple set of apparatus to teach the metric system of weights and measures. A normal school and an agricultural and mechanical college enter into the State system, but there is no State university.

GENERAL CONDITION.

The improvement which has marked preceding years was still maintained in 1878. Although the enrolment in the public schools continues much below the school population, the increase in enrolment was 137 more than the increase in school population, while the increase in average attendance exceeded by 1,855 the increase in school population. The attendance, too, was for a longer period, 2,379 more than in the previous year attending 10 months, 4,482 more from 8 to 10 months, and 1,652 more from 6 to 8 months. These signs point plainly to an increasing sense of the value of an education and a growing perception of the advantages afforded in the public schools. To meet this feeling on the people's part, we find that the average time of school was made 10 days longer than in 1876-'77. There was an increase of 5 in the number of public school buildings, of 101 in the number of departments in these, of 30 in the number of first grade certificates granted to teachers, and of 119 in the number of teachers employed in the public schools; while 26 new districts laid the foundations of school libraries and 53 districts took measures to increase the libraries they already had. The reports from most of the counties show activity in school work, and Burlington, which, with 2 adjoining counties, has a regularly graded course of study, set the example of graduating with special exercises at the county seat the 45 pupils who in 1878 completed this course and passed the final examinations.

TRAINING FOR INDUSTRIAL OCCUPATIONS.

In the Agricultural and Mechanical Department of Rutgers College, the Stevens Institute, Hoboken, and the John C. Green School of Science, Princeton, the State provides more than average facilities for mechanical and technical training. But to develop fully her various industries and prepare skilled hands for work that needs them, Superintendent Apgar recommends that, as soon as practicable, industrial drawing be made a part of the instruction in the public schools and that technical schools, to prepare students for trades requiring special skill, be established under the authority of the State and with some State aid at three or four chief centres. The State

board accepts and indorses the recommendation, and in some cases drawing has been introduced by school boards without waiting for a State law.

SCHOOL MUSEUMS.

Superintendent Apgar again urges the formation of local museums for botanical, geological, zoölogical, and entomological specimens, to be gathered by pupils and teachers and used to illustrate the flora, fauna, &c., of the several sections of the State. The superintendent and his brother in the State Normal School do much to further this at the teachers' institutes they attend.

KINDERGÄRTEN.

For information respecting schools of this class, see Table V of the appendix following, and a summary of it in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

City boards of education, with city superintendents of schools and boards of examiners, form the official staff in the cities of this State.

STATISTICS. a

Cities.	Estimated population.	Youth of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Camden.....	40,000	11,134	7,668	4,653	110	.....
Elizabeth.....	30,000	7,124	3,406	2,118	47	.....
Hoboken.....	33,000	8,729	5,088	2,899	73	.....
Jersey City.....	120,000	40,204	20,585	11,860	310	\$222,364
Millville.....	8,000	2,236	1,971	1,280	31	.....
Newark.....	135,000	37,345	17,846	11,235	265	265,459
New Brunswick.....	19,000	5,727	2,555	1,852	44	36,453
Orange.....	11,000	3,680	1,426	1,071	30	25,185
Paterson.....	39,500	12,480	7,157	4,542	101	78,220
Phillipsburg.....	8,000	2,721	1,721	1,181	30	.....
Plainfield.....	11,000	2,034	1,296	850	25	.....
Rahway.....	8,000	1,778	1,335	822	23	.....
Trenton.....	30,000	9,221	3,769	2,312	66	49,123

a The statistics are taken from the tables of the State report, with the exception of population and expenditure, which are not there given. These, with the additional particulars following, are derived from printed or written information furnished this Bureau.

ADDITIONAL PARTICULARS.

Camden reports to the State superintendent 12 school buildings, a healthful growth in the school system, and a purpose to supplement the existing curriculum by endeavoring to secure to pupils a training in at least the elements of industrial occupations.

Elizabeth, through her superintendent, says that there has been no attempt to introduce radical changes during the year, but rather an effort to perfect and strengthen the existing system. Better order in the schools and greater thoroughness in teaching are also noted, with an increase of about 3 per cent. in attendance.

Hoboken had, in 1878, 8 schools, with 84 classes in English studies and 20 in German, the system including primary, intermediate, grammar, and high school departments, with an evening school and Saturday normal school. This school held its sessions from 9 to 12 each Saturday during the school year, receiving all desiring to teach who passed a satisfactory examination in preparatory studies, as well as all teachers in the city schools below the grade of principal. It had 9 graduates at the close of 1878. The evening school, opening December 1 and continuing through the winter, numbered in December, 1878, 6 teachers and as many classes, with an enrolment of 327 pupils. The 20 German classes were taught at different hours by 2 special German teachers. One large school building was completed at a cost of \$50,000, and occupied in the autumn of 1878, giving accommodation to 24 classes, including primary, grammar, and high school departments. The number of teachers during 1878 increased by 7, the school departments by 7, the enrolment in the public schools by 366, and the average attendance by 235. There is a library of 557 volumes.

Jersey City reports 20 school buildings in 1878, of which 17 were owned and 3 rented by the city. There remained, however, so great a lack of accommodation for the large and fast increasing school population that teachers had to struggle on with classes twice as large as could be properly taught or managed; rooms were so crowded as to make pure air and comfort impossibilities; and as many as seventeen hundred or eighteen hundred applicants for admission had to be refused from want of room to seat them. The schools numbered 39, including 21 primary, 15 grammar, a high school, a training school for teachers, connected with the high school, and a Saturday normal

school for teachers. Besides 308 regular teachers there was a special teacher of drawing, and through her instructions the others were enabled to preside effectively over the drawing exercises of their pupils and to secure a fair advancement in the work. Music was not regularly taught, but frequent exercises in singing trained most of the pupils to sing by rote, and in some schools a music teacher was permitted to form classes, receiving a compensation from the pupils taught. Whether evening schools were maintained does not appear.

Newark had 1 normal school, 1 training school, 1 high school, 11 grammar and 2 intermediate schools, 23 primary, 2 industrial schools, and 1 school for colored children, besides evening schools. Two Kindergärten mentioned in the report appear to be included in the schools here enumerated. The high school had 3 courses of study, a classical of 4 years, an English and scientific of 4, and a commercial of 2 years. The schools were taught in 27 buildings, with a seating capacity of 15,047. The whole enrolment in the day schools was 18,474; in evening schools, 1,186; in the normal school, 94, an increase of 718 in day and normal schools and of 213 in evening schools. The average attendance reached 90 per cent. on the enrolment except in the evening schools, the attendance in which is always irregular. The 2 industrial schools are peculiar in their organization, the care of them being divided between the city board of education and an association of ladies. The teachers under the city board conduct the class exercises in the primary school studies; the ladies preside over exercises in sewing, knitting, and other useful industries, and give the children a midday meal, which stimulates attendance. The children in these schools are mostly from poor families where the home instruction amounts to very little. In the schools of the city generally, drawing is taught on the Walter Smith system, and instruction in vocal music is given to some extent.

In *New Brunswick*, from the conviction that regular attendance is essential to good scholarship and eventually to good citizenship, every effort was put forth in 1877-'78 to secure the attendance of as many pupils as possible every day. To aid in this, records were published monthly in the city papers, showing the average roll, the average attendance in each department at every session, the number of tardinesses, and the percentage of attendance on enrolment. Under this stimulus the average attendance, based on the average enrolment, reached 96.2 per cent., and at the close of the school year it was found possible to publish the names of 385 pupils that had not missed a day during the year, while 1 had missed no session in 9 years; 4, none in 8 years, and 6, none in 7 years. Improvement in behavior has naturally kept pace with this improvement in attendance.

At *Orange*, from inadequacy of accommodations in the schools, it was found necessary in 1877-'78 to use the half time system in several classes of the lowest primary grade. The arrangement—though adopted only as a temporary one to meet an emergency—has confirmed the testimony of other cities that the progress of these young pupils is about as great in one short session of 3 hours as in 2 including 5 hours. The schools of the city are so graded that pupils entering the primary department at 5 years of age, and satisfactorily completing the several grades, will finish the high school course at or before the age of 18, thus passing through the full State limit of attendance.

Paterson had during 1877-'78 a city normal school for the preparation of new teachers and the fuller training of the younger ones employed, a high school, 7 grammar schools, 3 primary schools, and 7 separate primary departments, with 7 evening school classes. The attendance was considerably diminished by epidemic diphtheria. Discipline, however, was well maintained, the instruction is thought to have been better than in previous years, and the improvement of pupils is said to have been correspondingly great. Drawing and music both received attention. The evening schools, which were opened October 1 and closed February 13, numbered 7, 6 elementary and 1 high, under 30 teachers. The total enrolment in them reached 1,707; the average enrolment, 944, and the average attendance, 564. The normal school included 72 teachers attending as pupils and 25 candidates for teachers' positions. There was also a normal class of 12 in the high school.

Phillipsburg thoroughly grades its schools and has a well arranged course of study. In 1877-'78 semi-annual examinations superseded the former yearly test. At the close of the year 47 pupils passed into the high school department, that department graduating 21.

Rahway had 5 school buildings, 1 of them used for the accommodation of colored children. It is claimed that in proportion to school population Rahway gathers more children into her schools than any other city in the State save one, and that, while the average attendance throughout the State is somewhat less than one-third of the school census, it is here almost one-half.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *New Jersey State Normal School*, Trenton, enrolled during 1877-'78 a total of 241 normal pupils, 34 less than in the preceding year, 59 of them males and 182 females.

The average attendance was 180; the number of graduates from the advanced course of three years, 23; from the elementary course of two years, 18; a total of 41, most of whom secured positions as teachers. Some students attend who do not graduate, and do not enter to do so. They enter mainly to perfect themselves in methods of teaching. Such pupils, as well as others, are made welcome, the aim of the school being to increase by all available means the teaching power of the State. The course during the year was compared with the courses of similar institutions throughout the country and found to be more extensive than several, surpassed by none. The model school has continued to serve the two ends for which it was established, viz: to furnish a school of practice for the pupils of the normal school and to show the community what a good school ought to be as to instruction and management. The average attendance in it for the year was 300.

The *Farnum Preparatory School*, Beverly, which is meant to be both an adjunct to the normal school in preparing teachers and a first class graded school for Beverly and its vicinity, has primary, intermediate, preparatory, and senior departments, the first two with 3 classes each and the last two with 2 classes each. Average attendance for the year, 104; number of normal students not given.—(Normal school report for 1878.)

OTHER NORMAL TRAINING.

Normal classes are reported in Camden, Hoboken, Jersey City, Newark, and Paterson. In Jersey City, besides the normal class, there was a training school department for the preparation of teachers and a teachers' association for mutual improvement in school studies and school work. County associations for the latter purpose were either organized or continued in Atlantic, Burlington, Cape May, Gloucester, Hudson, Passaic, Union, and Warren Counties.

TEACHERS' INSTITUTES.

In 8 of the chief counties the annual county institute was held by the State and county superintendents, with the assistance of able and experienced instructors. The interest awakened appears from the county reports to have been in most instances very great.

EDUCATIONAL JOURNAL.

The New Jersey Public School Journal closed its useful life with the first number of 1878, after little more than a year's existence.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

High schools or high school departments exist in connection with the school systems of Beverly, Elizabeth, Hackensack, Hoboken, Jersey City, Newark, New Brunswick, Orange, Passaic, Paterson, Phillipsburg, Rahway, Trenton, and Vineland, as well as in the model school connected with the State Normal School at Trenton, and in 3 schools of Essex County, the courses of study ranging from 2 to 4 years. Some of these schools prepare pupils for any college, while some have business departments to prepare for the ordinary work of life. The statistics of the schools, in the towns and cities named, as nearly as can be ascertained, are as follows: Teachers, 71; whole number of pupils, 2,218; average enrolment, 1,823; average daily attendance, 1,702; graduates for the year, 270. In Essex County there were 191 more pupils, and in the higher classes of the State model school at Trenton, 73; teachers, average enrolment, and average attendance not given.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private or church academies, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and for summaries of them, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

There is no State university. The *College of New Jersey*, Princeton (Presbyterian), takes the place of one more nearly than any other in the State, from its high standing, large endowments, extensive buildings, and abundant means for various forms of culture.¹

¹Within the 12 years covered by the presidency of Dr. McCosh, up to September, 1878, the number of buildings and instructors was doubled, all the old buildings renewed, great additions made to the libraries and apparatus, the courses enlarged, the standard raised, and the number of students very much increased.

Its requirements for admission are about the same as those of the best eastern colleges; its 4 years' course appears a thorough one, with many elective studies in the last 2 years additional to those required, and beyond that course come numerous graduate courses, pursued by steadily increasing numbers of students; while 10 endowed fellowships afford to specially approved students the means of prosecuting for a year after graduation certain lines of study, either at the college or elsewhere.

Rutgers College, New Brunswick (Reformed), has a regular 4 years' course of required and elective studies, and also a series of graduate studies.

St. Benedict's College, Newark, and *Seton Hall College*, South Orange, both under the jurisdiction of the Roman Catholic bishop of Newark, give instruction in Christian doctrine, as well as in classical and commercial studies.

All these institutions have preparatory schools for the preliminary instruction of their students. For the collegiate statistics, see Table IX of the appendix following, and a summary of it in the report of the Commissioner preceding; for the preparatory, Table VII and a like summary.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of schools of this class reporting for 1873, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *College of New Jersey*, Princeton, and *Rutgers College*, New Brunswick, have well arranged scientific courses, besides the classical, each reaching through 4 years. That at Princeton is in connection with the John C. Green School of Science, which has excellent buildings and apparatus for its work. That at New Brunswick is in the scientific department of Rutgers, recognized as the State College of Agriculture and the Mechanic Arts. Each has special courses in several lines, some beyond the regular 4 years' course, and leading, under certain conditions, to higher degrees.

The *Stevens Institute of Technology*, Hoboken, devotes itself to instruction in mechanical engineering and its kindred scientific pursuits also in a 4 years' course.

All these have preparatory schools, for which see Table VII of the appendix following. For statistics of the three scientific schools, see Table X of the appendix, and a summary of it in the report of the Commissioner preceding.

PROFESSIONAL.

Theological training under Methodist auspices is afforded at the Drew Theological Seminary, Madison; under Presbyterian, at the Theological Seminary of the Presbyterian Church, Princeton, and at the German Theological School of Newark, N. J., Bloomfield; under Reformed, at the Theological Seminary of the Reformed Church in America, New Brunswick, and under Roman Catholic in the Ecclesiastical Seminary of Seton Hall College, South Orange. In the 4 first named the course is of 3 years; in the last, 4. The school at Princeton has a graduate course of a year. In all except the Seton Hall School candidates for admission who are not college graduates must pass a preliminary examination before entering, and possibly its candidates may all be prepared within its halls. For statistics of these schools, see Table XI of the appendix following, and a summary of it in the report of the Commissioner preceding.

There are no schools of *law* or *medicine* yet established in the State, those in the city of New York and in Philadelphia affording every needed facility for such studies, within easy reach.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB, THE BLIND, AND THE FEEBLE-MINDED.

From Governor McClellan's annual message to the legislature for 1873, it appears that New Jersey maintained 126 deaf and dumb, 39 blind, and 44 feeble-minded children in New York and Pennsylvania institutions. The governor thinks that the time has not yet come for the State to establish special institutions for the care of these classes, since they are as well instructed as they can be under any circumstances, and at a much smaller cost than if the State were to organize establishments of its own. The plan of granting the children permits good for one year and renewable when favorable reports have been received has been found to work well.

REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School*, for boys, Jamesburg, receives juvenile delinquents from 8 to 16 years of age, with a view to their instruction and amendment of life. It occupies a farm of 490 acres, and instructs its pupils in agricultural pursuits and other varieties of labor as well as in the elementary branches of learning and the principles of morality.

The *State Industrial School for Girls*, Trenton, trains for usefulness girls of 7 to 16 that are in danger of falling into vagrancy or vice; cultivates their better feelings; instructs them in the common school branches of study, and imparts such a knowledge of kitchen, laundry, and chamber work, sewing, mending, and knitting, as fits them for domestic service in good families. The teachers in 1877-'78 were 4; pupils, 37.

As may be seen by reference to City School Systems, 2 industrial schools for poor children who have slender advantages for home training are sustained at Newark under the combined care of the city board of education and an association of ladies; the city furnishes the teachers for the ordinary common school branches, and the ladies attend to the instruction of the children in useful household industries. The effort seems to be successful.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association met at Asbury Park, August 28 and 29, 1878. The attendance was good, nearly 100 teachers from New Jersey and other States being present. A sharp debate on school room nuisances was opened by J. Fletcher Street, esq. A paper on the "Phenomena of the child mind" was read by A. B. Guildford, principal of the Red Bank public school. This was followed by a spirited discussion as to the advisability of having exercises in the school room on current news and general information. The evening session was devoted to an address by W. Hasbrouck, PH. D., of the New Jersey Normal School, on "The problem of American education." The relative advantages of graded and ungraded schools were discussed and the need of establishing high schools was warmly urged by different speakers. F. G. Allison, fellow of Johns Hopkins University, held that languages have a place in the normal development of the mind. Professor Hasbrouck then spoke on "School room mistakes," and after routine business the meeting adjourned.—(Asbury Park Journal, August 31, 1878.)

OBITUARY RECORD.

DR. CHARLES HODGE.

This eminent theologian was born in Philadelphia December 28, 1797, and died June 19, 1878. For more than twenty years, from 1822 on, he was professor of oriental and biblical literature in the Presbyterian Theological Seminary at Princeton, then becoming professor of exegetical and didactic philosophy. The founder of the *Princeton Review*, he was for forty years its editor and leading contributor. His articles were not confined to theological discussions, many being upon general topics. Dr. Hodge employed his time, for full half a century, in training successive generations of young men for the ministry, and published not very long before his death a work on systematic theology, which, from its high merits, will probably be a standard text book to carry on his teaching for another half century to come.

CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

[Fifth term, 1878-1881.]

NEW YORK.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	1,586,234	1,615,256	29,022	.....
Enrolled in public schools	1,023,715	1,032,052	8,337	.....
Average daily attendance	559,537	577,606	18,069	.....
Per cent. of this on youth of school age	35.27	35.14	.....	.13
Per cent. on enrolment	54.65	55.96	1.31	.....
Pupils in private schools	117,154	113,864	.....	3,290
Pupils in academies	29,519	30,072	553	.....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State	11,287	11,270	.....	17
Public school-houses	11,833	11,824	.....	9
Number of log school-houses	87	84	.....	3
Number of frame school-houses	10,031	10,021	.....	10
Number of brick school-houses	1,280	1,292	12	.....
Number of stone school-houses	435	427	.....	8
Cost of new school-houses, sites, &c. ..	\$1,358,404	\$1,363,430	\$5,026	.....
Valuation of all school property	30,386,248	30,147,589	.....	\$238,659
Time of school in days	178½	179	½	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	7,850	7,978	128	.....
Women teaching in the same	22,311	22,589	278	.....
Whole number employed	30,161	30,567	406	.....
Number licensed by normal schools ..	835	863	28	.....
Licensed by State superintendent	1,108	1,043	.....	65
Licensed by local officers	28,218	28,661	443	.....
Employed for the full term	19,738	19,948	210	.....
Average annual salary of teachers	\$401 00	\$389 00	.....	\$12 00
Average monthly pay	44 92	43 44	.....	1 48
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$12,110,904	\$11,793,628	.....	\$317,276
Whole expenditure for them	10,976,235	10,626,506	.....	349,729
Remaining on hand	1,134,669	1,167,122	\$32,453	.....
STATE SCHOOL FUND.				
Whole available State fund	\$3,130,763	\$3,156,063	\$25,300	.....
United States deposit fund, the interest of which is used for school purposes.	.....	4,014,521	.....	.....

(Reports of Hon. Neil Gilmour, State superintendent of public instruction, for the two years indicated, and return.)

STATE SCHOOL SYSTEM.

OFFICERS.

For common schools, the State provides a superintendent of public instruction, elected by the legislature once in three years, with a deputy and several clerks for office work. For academic and collegiate instruction there is a board composed of the governor, lieutenant governor, secretary of state, and superintendent of public instruction, with 19 other persons elected for life service, the whole body being styled the Regents of the University of the State of New York.¹

¹Of this ideal university, the incorporated colleges of the State—literary, legal, and medical—are the departments, and the higher grades of union schools and recognized academies the preparatory schools.

School commissioner districts, composed of a county or part of a county, elect triennially a school commissioner to adjust the boundaries of minor districts, examine teachers, and supervise the common schools.

School districts, which are minor divisions of commissioner districts, at their annual meetings elect either a sole trustee for a year's service as overseer of district school interests or one member of a board of 3 trustees for 3 years' service. They also choose annually a district clerk, collector, and librarian. Two or more districts may unite to form a union school district, in which a board of education, composed of from 3 to 9 members, elected for 3 years' service, has charge of the schools of the whole district.

For school officers in cities, see City School Systems, further on. State, district, and city school officers make annual report respecting the interests committed to their care.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

To encourage school districts to sustain public schools, the State grants aid from the proceeds of the common school fund, from those of the United States deposit fund, from such other funds as may be at its disposal for this purpose, and from a State tax. The rate of taxation was $1\frac{1}{4}$ mills on the dollar in 1877, $1\frac{1}{4}$ in 1878, and has been placed at 1.069 for 1879. The conditions of the grant are that in a county to be aided the State tax shall have been duly levied and fully paid in or accounted for to the State treasurer; that in a district there shall have been maintained for at least 28 weeks of the preceding year a common school or schools under a legally qualified teacher, and that report of the school or schools shall have been made, in accordance with law, to the proper officer. The basis of distribution to counties is their population; to districts, partly the number of children of school age and partly the average daily attendance of pupils in the public schools. Before each annual distribution, however, the money for paying supervising school officers is taken out, as also moneys for school libraries, for a contingent fund, and for Indian schools under the supervision of the State. The schools aided are free to all youths from 5 to 21 years old residing in the districts in which they are taught; but separate schools for colored and Indian youths may be established. A compulsory school law, passed in 1874 and amended in 1876, was meant to secure the attendance of all children between 8 and 14 years of age for at least 14 weeks in each year. It has, however, proved inoperative, only the cities of New York and Brooklyn having taken any effective steps for the enforcement of it up to the close of 1878. A law to secure libraries for school districts has proved almost equally inoperative, partly from the smallness of the State allowance for the purpose, partly from the absence of a requirement that the people should raise an equal sum, and partly from the permission given smaller districts to use the money for teachers' wages. Text books for public schools are designated in rural districts at the district school meeting; in cities and villages, by the boards of education. They may not be changed for 5 years after adoption, except by a three-fourths vote; but uniformity of books was not required in 1878, and much complaint was made of evils resulting from the want of it. The minimum of instruction prescribed includes spelling, reading, writing, English grammar, geography, and arithmetic; but provision is made for grading the schools and including higher studies in cities, villages, and union districts. Industrial or free hand drawing is required by a law of 1875 to be taught in cities, in union free schools, in incorporated free school districts, and in the State normal schools.—(General school law, edition of 1878.)

GENERAL CONDITION.

The report of State Superintendent Gilmour for 1878 indicates improvement in the schools at several important points, with room, however, for yet more. The increase in the number of children of school age, 29,022, is greater by 23,389 than that reported in the previous year; and though the gain in enrolment in the public schools, 8,337, is little more than a quarter of the increased school population, the rise of 18,069 in the more important matter of average attendance is in some fair proportion to it. The number of school districts diminished by 17, a part of these being absorbed in township districts, which offer greater advantages. The old log school-houses, as well as the stone and frame buildings, which many think equally uncomfortable, diminished in number, while durable brick structures have increased. As to teachers, there is a varied record. There were 123 more men and 278 more women, a total increase of 403. Of these 23 more were graduates of the normal schools, but the number holding high grade certificates from the State superintendent was 65 less, and the number licensed by local officers, whose examinations are generally less thorough, was greater by 443. It is feared, therefore, that on the whole there may have been some deterioration in quality. The State apportionment for the payment of teachers has been lessened at two successive sessions, and the risk has been incurred of driving out of an already underpaid profession the better class of teachers. In his efforts to secure better remuneration for teachers, improvement of their quality, and the general adoption of the township system, which would do much to effect the improvement sought, the superintendent has been only partially successful.

NEW LEGISLATION IN SCHOOL MATTERS.

The only important legal changes affecting the schools in 1878 were the two following: First, the rate of the State tax for the encouragement of public schools was lowered from $1\frac{1}{4}$ mills to $1\frac{1}{8}$, while the rate fixed in 1878 for the apportionment of 1879 was lower still, viz: 1.069 mills on the dollar. Next, the elections for school officers in districts with more than 300 school children were required to be by ballot; and the decision as to two candidates for the same office having an equal number of votes was directed to be made by the inspectors of election, or, in case of their failure to agree, by the clerk.

INDUSTRIAL DRAWING IN THE SCHOOLS.

Circulars of special inquiry on this subject, addressed by Superintendent Gilmour to the officers of districts required to have it taught, elicited the information that in 1877-'78 the law was generally complied with. In some districts instruction in drawing was given in only one department; but in many it was made a part of the regular course in all the departments. In some schools pupils were required to attain a certain standard in drawing to entitle them to graduate. Some school boards employed special teachers; others had drawing taught by the regular teachers. In a few cases drawing was attended to in districts not under the provisions of the law. On the whole the results of the experiment are believed to have been good, and the study is said to be regarded with increasing favor, both by pupils and school boards. (State report.)

KINDERGÄRTEN.

For information as to institutions of this class in New York, see Table V of the appendix following. Two free Kindergärten, however, both in New York City, seem to deserve special notice, one connected with the Anthon Memorial Church and the other established under the auspices of Prof. Felix Adler. Both offer the advantages of this excellent and comparatively expensive method of instruction to the children of the poor.—(Returns.)

CITY SCHOOL SYSTEMS.

OFFICERS.

No important change appears in the constitution of city boards of education from 1877 to 1878. As stated in the report for 1877, the interests of the public schools in each city are intrusted to such boards, the members of which in most cases are chosen by the people. In New York City, however, the governing board of 21 commissioners is appointed by the mayor, who also appoints 3 inspectors of schools for each of the 8 school districts into which the city is divided. These commissioners and inspectors serve for terms of 3 years each, one-third being liable to change each year. Every 2 years the board elects or reelects a city superintendent of schools, with 7 assistant superintendents, and every year it changes or reappoints 1 out of 5 trustees of schools originally appointed by it for each city ward. In all the school boards there is provision for partial annual change.

STATISTICS.*a*

Cities.	Population (census of 1875).	Youth of schoolage.	Enrolment in public schools.	Average daily at- tendance.	Teachers.	Expendi- ture.
Albany	86,541	37,000	14,024	9,076	247	\$214,867
Auburn	19,649	5,143	2,820	2,155	57	37,713
Binghamton	15,518	4,288	3,076	2,030	56	36,519
Brooklyn	482,493	164,250	93,393	50,695	1,306	1,193,358
Buffalo	134,557	52,000	23,905	14,792	457	310,407
Cohoes	17,493	9,556	3,589	1,712	41	39,609
Elmira	20,436	5,732	4,305	3,132	78	60,757
Hudson	8,784	3,500	1,299	727	22	10,673
Ithaca	11,000	2,572	1,812	1,268	32	22,340
Kingston	8,000	2,838	1,923	1,251	33	23,788
Lockport	12,553	4,000	2,809	1,623	43	30,765
Long Island City	15,587	5,165	3,844	2,239	64	43,261
Newburgh	17,322	5,896	3,365	2,314	54	43,746
New York	1,041,886	375,000	208,823	128,559	3,455	3,375,746
Ogdensburg	10,358	4,073	1,917	1,112	28	14,358
Oswego	22,428	9,041	4,331	2,956	67	50,882
Poughkeepsie.	20,022	6,000	3,911	2,186	68	39,969
Rochester	81,722	30,299	12,335	8,256	226	155,799
Schenectady	12,759	4,450	2,376	1,617	41	24,577
Syracuse	48,255	17,217	9,471	6,996	176	102,340
Troy	48,531	19,000	9,716	5,546	146	110,473
Utica	32,496	11,527	5,131	3,521	96	68,263
Watertown	9,992	2,809	2,088	1,460	48	36,269

a These statistics are from tables of the State report for 1877-'78, except those from Ithaca and Kingston, which are based on returns. The additional particulars following are from printed reports or returns to this Bureau. The expenditures represent the total given by Mr. Gilmour, less the amount remaining on hand in each case.

ADDITIONAL PARTICULARS.

Albany, for 1877-'78, reported 25 schools under the care of the school board. Of these 3 were strictly primary; 7 had primary and intermediate departments; 12, primary, intermediate, and senior; 2, intermediate and senior only; and 1 was a high school, with a full academic course, and an attendance in September, 1878, of 580 pupils. In all the schools under the city system the coeducation of the sexes has been for years the rule, and the results, both moral and intellectual, are reported to be excellent. Of the 25 school buildings the 8 of recent construction are reported to have the best arrangements for ventilation, heat, and light. Except in the case of the high school, the buildings are divided in each instance into rooms capable of seating 56 pupils under one teacher. Industrial drawing and the study of the theory of music were introduced during the year and became popular, special teachers being employed for both these studies. Two lessons of a half hour each were given weekly in drawing in the senior departments of the schools, 3 in the intermediate, and 1 daily in the primary. A system of drill in the theory and practice of music occupied ten minutes in each department daily. In both cases the ordinary teachers were first trained to do the ordinary work, the special instructors coming in for examinations and general exercises afterwards. The city night schools are reported to have been unsuccessful from the lack of good teachers. The number of pupils in private and church schools is given as 4,048, which, added to the 14,024 in city schools, made the school attendance only half the school population.

Auburn in 1878 had 10 school buildings, with seats for 3,272 pupils in the various grades from primary to high school; she employed special teachers of drawing and music, estimated her school property at \$130,200, and reported an attendance of 1,200 in private and church schools, in addition to the 2,820 in the city schools. No evening schools were maintained.

Binghamton in 1878 reported 8 public school buildings, with seats for 2,479 pupils; there are 12 grades in the schools, 7 of them for the usual school studies, the remaining 5 for those preparatory to and including high school work. There was no note of any special instruction in music or drawing, except as the latter appeared in a programme of studies for the senior department of the schools.

Brooklyn reported through her superintendent 56 public free schools, taught for 41 weeks and one day, under duly qualified teachers, of whom 27 held certificates from the State superintendent and 21 held normal school diplomas. Music and the principles of free hand and geometrical drawing were taught. Two truant schools were established in the autumn of 1878, and though the attendance enforced in them amounted to only 113 in all in that year, the effect upon the other schools was held to warrant the continuance of them. They have two teachers, with a superintendent of attendance and 5 attendance agents appointed in 1876. According to Superintendent Field, 91,487 children were taught in the city schools proper, which included 40 grammar, 5 primary, 4 colored, and 7 branch schools, while in 9 orphan schools, mainly under control of the board, were 2,082 more. Then there were 13 elementary evening schools, 2 of them for colored pupils, held from January 3 to February 21 and again from September 16 to December 20, 1878, enrolling 9,433 different pupils in the latter term, 4,180 of whom attended the entire term. There was also an evening high school which had 1,090 pupils under instruction during some portion of the same term, with an average evening attendance of 454.

Buffalo, with 52,000 youth of school age in 1878, had, besides the 23,905 pupils enrolled in the public schools, with an average attendance of 14,792, 9,077 children in private or parochial schools; 42 school-houses, 37 of them brick, 4 frame, and 1 stone; and school property valued at \$754,900.—(State report.)

Cohoes in 1878 had 8 buildings occupied by 33 schools, of which 26 were primary, 5 intermediate, 1 grammar, and 1 high. The grading was much improved during the year, with the natural result of greatly increased efficiency in school work. Music was taught in all the schools by one teacher, and drawing appears as one of the studies appointed for all the schools from the first primary grade to the close of the first year in the high school.

Elmira reports 9 school buildings, 2 used for primary school grades, 5 for primary and grammar schools, 1 for the high school, and 1 for an evening school. Sittings for primary pupils, 1,996; for grammar pupils, 1,343; for high school, 160; for evening school, 300. The evening school enrolled 180 pupils under 3 teachers and had 84 in average attendance.

Hudson reported 3,500 children of school age, of whom 1,299 were enrolled in the public schools; 727 in average daily attendance; 22 teachers; 700 pupils in private or parochial schools; 3 brick school-houses; school property valued at \$32,500; and \$10,673 expended for school purposes in 1878.—(Return.)

Ithaca had 32 teachers, including a special teacher of music; 56 students in other than public schools, and 1,534 sittings for study. The year 1878 was one of continued success and prosperity in educational matters, with an increase over the previous year in point of attendance, enrolment, percentage of attendance on number belonging,

&c. Only 26 children between 8 and 14 years of age were reported out of school.— (City report, 1878, and return.)

Kingston, which reports only for the older part of the town, where there has been since 1863 a system of graded schools, had 2,833 youth of school age; 1,923 enrolled in the public schools, and 213 in private schools; an average attendance of 1,251; the attendance said to be the largest in the history of the schools; special teachers for music and drawing; 33 teachers; and school property valued at \$147,000.— (City report, 1878, and return.)

Lockport had 7 school buildings, with 2,448 sittings; special teachers of music, drawing, and penmanship were employed.

Long Island City reported 9 private schools, with 180 pupils; 7 public school-houses, 5 of them frame and 2 brick; and \$43,261 expended for school purposes.*

Newburgh reports 6 school buildings and sittings for 1,998 primary, 560 grammar, 200 high school, and 200 evening school pupils. No mention is made of any special instructors in music, drawing, or penmanship. The evening school had 3 teachers; number of pupils not given.— (Return.)

The *New York City* report puts the number of schools and departments under the board of education for 1878 at 261, a decrease of 4 from 1877, resulting from discontinuing that number of evening schools. The arrangement of the different departments was the same as that given in the last report of the Commissioner; 15 corporate school associations, managing 47 schools, participated in the school fund.

Exclusive of 802 pupils in the Girls' Normal College, the whole number taught in all the schools, making no allowance for changes from school to school, was 263,371, which was 8,270 more than in 1877. The pupils were distributed thus: 72,157 in 104 grammar schools; 142,874 in 113 primary schools or departments; 2,071 in 5 schools for colored children; 22,798 in 47 corporate schools; 19,897 in 32 evening schools; 2,123 in the city normal college; 1,250 in the training department connected with that college, and 201 in the city nautical school. The nautical school is meant to train youths, under United States naval officers detailed for the purpose, in all the duties of seamanship, and to give them a good school education under the regular city teachers. The average attendance in all the schools for the year was 3,568 greater than in 1877. Sliding doors were introduced into the main rooms of the large grammar schools, by which means classes engaged in recitations were separated one from another. Latin and English literature, drawing, bookkeeping, phonography, German, French, and Spanish entered with other studies into the course of the evening high school. The College of the City of New York, which offers both high school and collegiate privileges to male graduates of the grammar schools had 807 in its 2 introductory classes for the year and 456 in its 4 college classes. A professorship of architecture and the arts of design was established in it in 1878.— (City report for 1878.)

Ogdensburg, in a written return, reports 9 different school buildings under the control of its school board, valued, with sites and furniture, at \$42,000. The schools were taught 198 days in 1878; estimated enrolment in private and parochial schools, 730.— (State report and return)

Oswego, also by written return, reports 15 public school buildings, with 3,800 sittings, valued, with sites, furniture, and apparatus, at \$175,097; the schools, classed as primary, grammar, and high, were taught 193 days; besides those in an evening school enrolling 249 scholars, it is estimated that there were 1,332 pupils in private and parochial schools.

Poughkeepsie made no report for the year beyond that contained in the State report and embodied in the table.

Rochester had in 1877-'78, besides her free academy, 14 grammar, 10 intermediate and primary, 1 industrial, and 4 corporate schools. An increase of the average number belonging to the city schools and of the average daily attendance greater in 1877 and 1878 than in any two preceding years is reported by the superintendent as the best evidence of the prosperity of the schools; financially, however, he says, the schools have been running behind at the rate of about \$10,000 a year since 1875, although the cost per capita was less in Rochester than in 13 other cities mentioned. The general condition of schools is reported good; the class rooms are well furnished and properly equipped. Teachers' institutes were held every two weeks, the primary, intermediate, and grammar departments meeting in succession, and thus giving each department an institute meeting once in 6 weeks. The vote of the previous school board to discontinue the free academy aroused for its support so many citizens and taxpayers that it enjoys a new lease of life and usefulness.— (Report for 1877-'78.)

Schenectady reported 9 school buildings, with 31 rooms and 1,944 sittings for 1877-'78. Of the rooms, 14 were occupied by primary schools, 12 by intermediate, 2 by grammar schools, and the 3 remaining by a classical institute or high school. Oral examinations at the close of the school year were required for promotion from the lower grades; in those above, written examinations were held twice in each term, or six times a year, those maintaining a standing of 75 per cent. in each study being promoted. In the higher English grade, examinations at the close of each term, with

the regents' examinations and the daily marks, determined the question of promotion to the high school. This school offers 4 courses of study, each of 3 years, and a supplementary course of a year for young ladies. A night school was maintained 2 evenings a week for 13 weeks, with a teacher from the senior class of Union College and gratuitous aid from several ladies of the city. It enrolled 60 to 70 pupils of various ages, affording them an opportunity to study the common branches, at a total cost to the city of only \$34.50.—(Report for 1877-'78.)

Syracuse, with 2 ungraded day schools and 1 ungraded evening school, had 17 primary, 16 junior, and 7 senior schools, besides a high school. The registration for 1878 was 206 greater than in 1877, but the average belonging was 151 less and the average daily attendance 78 less, due, perhaps, to a reduction in the teaching force, which gave an average of 10 more pupils to a teacher than for several previous years. The ungraded schools especially showed a greatly diminished attendance. In one of the school-houses of each ward sewing was successfully taught under the direction of a ladies' employment society, subject to the supervision of the board.—(Report for 1877-'78.)

Troy having made no report to this Office for 1878, the statistics from the State report embody all the information in its possession.

Utica had in 1878 a total of 17 school-houses owned by the city, in which were 14 primary and 13 intermediate schools, besides an advanced, an academic, an ungraded, and an evening school, 31 in all. There were 37 primary teachers, 31 intermediate, 13 in advanced grades, 5 in the academic, 2 in the ungraded, and 3 in the evening school, with 1 special teacher of penmanship, 1 of music, 1 of drawing, 1 of French, and 1 of German. In each of the 4 kinds of schools, primary, intermediate, advanced, and academic, there are 4 classes or grades, though in the academic there is also a normal course which may be completed in 2 years. It includes all the academic studies of those years, but with Latin and Greek optional, the remaining 2 years being for students who desire to prepare for college.—(Report of 1878.)

From *Watertown* there is report of a school system of 8 grades below the high school, which includes 4 more, and which has 3 courses, 1 wholly English, 1 other with Latin, French, or German added, and a third with full Latin and Greek preparatory for college. Music was introduced at the beginning of the school year and drawing was continued. Efforts are in progress to introduce a new course of study, adopted in 1875-'76, from which much improvement is expected.—(Report for 1877-'78.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

During the spring of 1878, the legislature directed the State superintendent to revoke his order discontinuing the academic departments in 6 of the State normal schools. Although a committee of the legislature was still investigating whether these institutions are worth what they cost, the reports show that the normal schools did good work during the year, and that their usefulness and success were generally conceded. The 8 schools of the State, exclusive of the Normal College of New York City, had in 1877-'78 a total of 5,522 pupils, an average attendance of 3,315, the number of graduates for the year being 280, and the whole number since the establishment of the schools, 4,191. The Girls' Normal College of New York made return of 2,497 pupils in the same year, 1,321 of them in the normal department, the remainder in the model school. The graduates in 1878 numbered 357. Total of pupils in all the schools, 8,019; graduates, 637.—(Report of State superintendent of public instruction for 1877-'78 and return from New York City.)

The 8 State normal schools mentioned above are at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam. The one in Albany has a 2 years' course, the others 2, 3, and 4 years' courses. The greater part of the graduates were from the Albany normal, that being the oldest; but in the other schools the graduates increase from year to year. The normal schools at Brockport, Geneseo, and Potsdam have normal, academic, intermediate, and primary departments; at Albany, normal, model, and primary; at Buffalo, normal, academic, and primary; at Cortland, normal, academic, intermediate, and primary; at Fredonia, normal, academic, senior, junior, and primary; and at Oswego, normal, junior, and primary. All these departments, except the academic and normal, may be classed under the head of training departments or practice schools, taught, except in Buffalo and Fredonia, by normal students. In Brockport and Fredonia the academic students pay tuition fees instead of teaching, but in the other schools no extra classes are formed. In 1877 it was stated that upwards of 60 per cent. of all the graduates from seven of these schools were teaching, while the statistics show that 88 per cent. of the graduates and a large majority of the undergraduates have taught.—(Speech of Hon. John F. Gilbert, of Franklin, before the assembly, March, 1877.)

TEACHERS' CLASSES IN ACADEMIES AND ACADEMICAL DEPARTMENTS.

The regents of the university in 1878 designated 115 academies and academic departments of union schools to give free instruction in the science of common school teaching for ten weeks or more. The rate of compensation fixed by law was \$1 per capita a week, for not less than ten weeks, in classes of not less than 10 scholars. There were 2,386 persons attending these classes in 1877-'78, 833 men and 1,548 women. In many districts of the State these classes are visited by the school commissioners.—(State report for 1877-'78.)

TEACHERS' INSTITUTES.

There were 73 institutes held in 53 counties of the State in 1877-'78, with an attendance of 13,354 teachers, an average of 230 to a county. The sessions were generally of one week, although in 8 counties there were two weeks' sessions, and an extra one week's session was held at Versailles for the benefit of the teachers on the Alleghany and Cattaraugus Indian reservations. As the same teachers rarely attend the entire two weeks, Superintendent Gilmour advocates two sessions a year, of one week each, one in the spring and one in the fall. In this way he thinks more effective work may be accomplished. In 1877-'78 nearly constant employment was given to conductors of institutes, some giving their whole time to the work, so that better service was rendered than usual.—(State report for 1877-'78.)

SCHOOL JOURNALS.

Much educational information is given to the public by the New York School Journal, published weekly in New York City, and by the monthly journals The New York Teachers' Institute, designed especially for teachers; The School Bulletin, published in Syracuse; and Barnes' Educational Monthly, issued simultaneously at New York and Chicago.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

According to the regents' report the number of pupils taught during 1877-'78 in academies and academic departments under the direction of the board of regents was 30,300. Reports from several cities of the State indicate a generally good attendance in the high schools. In Albany there was a large increase in enrolment in 1877-'78. In Ithaca the instruction for all the higher branches was more than self-supporting, while in Syracuse there were less absenteeism, less tardiness, and a larger number of graduates than in any preceding year. The evening high schools in Brooklyn and New York report excellent work done, the schools averaging respectively 1,090 and 1,115 diligent and appreciative pupils. The Brooklyn school has courses of lectures on astronomy, chemistry, natural philosophy, &c., given by prominent professors. The question of discontinuing the Rochester Free Academy having been extensively agitated, the voters and taxpayers of the city so generally came to its support that the new board not only rescinded the action of its predecessor in closing the school, but placed the academy on a firmer basis than before.—(Report for 1877-'78.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and those devoted to the preparation of students for college, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; and the summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

There were 29 colleges reporting in 1877-'78 under the general direction of the board of regents. Five of these colleges, Elmira, Ingham, Rutgers, Vassar, and Wells, are exclusively for women, and 4, Alfred, Cornell, St. Lawrence, and Syracuse, give equal privileges to both sexes. The majority are under charge of some religious denomination, 9 being Roman Catholic, 4 Presbyterian, 3 Baptist, 2 Episcopal, 1 each Methodist-Episcopal, Universalist, and German-Lutheran; while 8 are non-sectarian. All seem to have classical courses, generally of 4 years; over one-half report regular scientific courses; 20 have either preparatory or academic departments, while 1 gives even primary instruction; 11 had opportunities for a commercial education; 8, special optional courses; 12, either theological schools or biblical instruction; 9, schools of art or design (in Syracuse University a 4 years' course in fine arts); 5, courses or schools of civil engineering; 7, observatories; 4, law, and 4, medical schools; 1 reports a literary, 1 a liberal, and 1 a philosophical course; 1, a school of mines; 4 have conservatories of music, while others teach vocal and instrumental music; and 10 have established graduate courses. In all the colleges French and German were taught; 4 teach

Hebrew, Italian, and Spanish; 6, Anglo-Saxon; 1, Arabic; and at Cornell University there is opportunity for instruction in both Oriental and Scandinavian tongues.

Cornell University, Ithaca (non-sectarian), reported 493 students for 1878, of whom 17 were graduate students, under 47 resident and 2 non-resident professors. Although the State College of Agriculture and the Mechanic Arts, and as such giving prominence to scientific studies, the university affords extended opportunities for study in other directions. Besides the courses in science, mathematics, and natural history, and the technical courses in agriculture, architecture, chemistry, and physics, civil and mechanical engineering, there is a 2 years' course preparatory to the study of medicine, a 2 years' course in history and political science, with regular 4 years' courses in arts, literature, and philosophy. Numerous optional studies are also provided. Students are now admitted without examination in geography, arithmetic, and English grammar on presenting a regent's certificate; a certificate of the State superintendent or the diploma of a State normal school or of an approved high school exempts physiology and plane geometry, and a diploma issued to the graduate of a high school or academy of New York State, exempts algebra also. The university library contains about forty thousand volumes.—(University register for 1878.)

In *Columbia College*, New York City, 14 scholarships were given throughout the course to students showing special proficiency. At the end of the course 2 three year fellowships, 1 in literature and 1 in science, were awarded to members of the graduating class selected by the faculty.—(Catalogue, 1877-78.)

The *University of the City of New York* offers 3 classical fellowships, good for one year after graduation.—(Catalogue, 1877-78.)

Union College, Schenectady, has a school of civil engineering, a department of general culture and art, one of chemistry, and one of natural history, and 2 graduate courses for law and medicine, in addition to the regular collegiate courses.—(Catalogue of 1878-79.)

For names, locations, and statistics of colleges, see Table IX of the appendix following, and for a summary of their statistics, a corresponding one in the report of the Commissioner preceding.

COLLEGES FOR WOMEN.

Reports or returns were received for 1878 from 12 institutions for the higher education of women. Instruction in drawing, painting, music, and two or more modern languages was given in all but one of them, while several, in addition to the collegiate courses, had classes as low as primary. Apparatus for chemical and philosophical experiments was reported in 6 of these schools; 4 had natural history museums; 3, art galleries or collections of statuary; 3 had gymnasiums; 9, fine libraries; 3, astronomical observatories; and 6 confer diplomas or degrees.—(Returns and reports for 1877-78.)

For titles, location, and fuller statistics, see Table VIII of the appendix following, and for a summary of statistics, a like table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In addition to the scientific courses in the colleges mentioned under Superior Instruction, there was a course in agriculture, architecture, civil engineering, and mechanic arts in Cornell University, with an attendance of 317 students in 1878. The *School of Civil Engineering*, at Union College, Schenectady, had a 4 years' course. The *School of Mines*, at Columbia College, New York City, offered 5 courses of study: mining engineering, civil engineering, metallurgy, geology and paleontology, and analytical and applied chemistry; each of these courses occupies 4 years, the instruction during the first term of the first year being the same for all students.

The *Cooper Union for the Advancement of Science and Art*, New York, reports 2,862 pupils in its free classes in art and science in 1877-78. Evening classes are taught, women being admitted to the lectures and scientific classes but not to the art classes, as there is a special day class for ladies. Certificates of proficiency are given for any of the subjects pursued; though the requirements were advanced in 1878, 623 certificates were granted. Lectures in geology were added to the usual scientific course, and free lectures were given in chemistry, elocution, English literature, natural philosophy, and rhetoric.

The *Rensselaer Polytechnic Institute*, Troy, continued its course in civil engineering, and also reported its facilities for teaching practical astronomy much increased through the purchase of a superior meridian instrument.—(Annual register, 1878.)

The *United States Military Academy*, at West Point, reported 283 cadets under 9 professors and 36 instructors during 1877-78. The 4 years' course in military tactics and engineering, in chemistry, mathematics, mineralogy, and modern languages, was continued as usual.—(Circular for 1877-78 and return.)

For statistics of the different scientific schools, see Table X of the appendix, and the summary in the report of the Commissioner preceding.

THEOLOGICAL.

Theology was taught in 13 schools reporting for 1878. The different denominations represented were Baptist, Roman Catholic, Episcopalian, Lutheran, Presbyterian, 2 of each; Universalist, United Presbyterian,¹ and non-sectarian, 1 each. In 6 of the schools there was a 3 years' course; in 1, a 2 years' course; in 2, a 4 years' course, while one of the Roman Catholic schools had a 4½ years' course and ordained 24 young men in 1878.

The *Rochester Theological Seminary* has a German department, in which the students who desire to preach to the German Baptists of America can have a 4 years' course in addition to a full or partial course in the usual studies.—(Catalogue, 1878.)

Union College, Schenectady, through the liberality of three prominent citizens, founded 3 lectureships—2 on theological subjects and 1 on hygiene. Two fellowships, of \$10,000 each, have also been endowed for the purpose of encouraging special merit and for the pursuit of higher theological culture.

For statistics of theological schools, see Table XI of the appendix following, and the summary in the report of the Commissioner preceding.

LEGAL.

For many years graduates of certain law schools in New York State have been admitted to the bar without examination. Under the permission given to the court of appeals by the legislature, a series of general rules has been promulgated, providing that a person must first be admitted an attorney before he can become a counsellor; that he must pass three years in preliminary study, one year of which must be in the office of a practising attorney of the supreme court and two years may be in a law school—a reduction of one year, however, being made in the case of college graduates over 18; that he must then present himself at a general term of the supreme court and “must sustain a satisfactory examination upon the law of real and personal property, contracts, partnership, negotiable paper, principal and agent, principal and surety, insurance, executors and administrators, bailments, corporations, personal rights, domestic relations, wills, equity jurisprudence, pleadings, practice, and evidence, and the rules of the court,” conducted by the judges or by a committee of three lawyers appointed by the court; that if the examination is favorably reported upon he may receive a license to practise as an attorney, being permitted to practise as a counsellor also, except in certain specified courts; that for two years after being admitted as an attorney he must either practise law as an attorney's clerk or otherwise, or must attend a law school before presenting himself for examination to practise as a counsellor, which examination must also take place before the court or an examining committee.

Reports were received from 4 law schools, 2 of them having a 2 years' course of study, and 2 a 1 year's course. In 2 no preliminary examination was required; in 3 moot courts were held each week.

The *Albany Law School* adheres to its 1 year's course of study, with a previous course of reading in a law office, although beginners are not excluded.

The *Columbia College Law School*, New York City, admits all graduates of literary colleges without examination; other candidates must be 18 years of age and have an academic education, including a knowledge of Latin. Students who are not candidates for a degree, however, are not examined in Latin. The course of study occupies 2 years, and there were 436 students reported in 1878 and 190 graduates at the close of the year.

The *University of the City of New York* has a course of 2 years. No examination for admission is required.

In the *Law Department of Hamilton College* there is a course for college graduates of 1 year; of a year and a third for others.

For statistics of law colleges reporting, see Table XII of the appendix following, and the summary of it in the report of the Commissioner preceding.

MEDICAL.

Preparatory study, though generally recommended, is rarely insisted upon for admission to most of the medical colleges of the State, but some institutions—the Eclectic Medical College of the City of New York, the United States Medical College at New York City, the New York Medical College for Women, the Woman's Medical College of the New York Infirmary, the Albany Medical College, and the College of Medicine of Syracuse University—require a preliminary examination equivalent to the academic examination of the board of regents. Candidates for graduation must show that they have attended a 2 or a 3 years' course of lectures² and have studied medicine 3 years. In 4 colleges, the Albany Medical, Bellevue Hospital, Columbia College

¹ The Newburgh Theological Seminary, which was temporarily suspended by the synod on October 7, 1878.

² Three years in at least the College of Medicine of Syracuse University and the Woman's Medical College of the New York Infirmary.

medical department, and that of the University of New York, there were courses in the spring in addition to the regular winter's course, attendance upon which was generally optional. There was also a graduate course in the University of New York. After an attendance of one regular session the graduate of a recognized medical college may obtain a certificate to the effect that he has passed an examination in special branches. The College of Physicians and Surgeons instituted a system of examinations by several physicians in all branches taught during the year and required each student to take a course in dissection. The Eclectic Medical College of New York City reported 25 graduates in 1878 from its 3 years' course. This college requires a preliminary examination in the English branches. The College of Pharmacy had 65 graduates from its 2 years' course.—(Regents' report for 1877-'78, report of University of New York for 1878-'79, and returns.)

For statistics of these colleges, see Table XIII of the appendix following, and the summary thereof in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The following 6 institutions are authorized by law to receive and instruct deaf-mutes under appointments from the superintendent of public instruction or certain local officers: The *New York Institution for the Instruction of the Deaf and Dumb* (1), which had 535 pupils under instruction, 333 of whom were State pupils; the *New York Institution for the Improved Instruction of Deaf-Mutes* (2), founded in 1867 in New York City, with 115 in attendance in 1878; *Le Cousteux St. Mary's Institution for the Instruction of Deaf-Mutes*, at Buffalo, 132 pupils; the *Central New York Institution for Deaf-Mutes*, at Rome, reporting 130 inmates; the *St. Joseph's New York Institution for the Improved Instruction of Deaf-Mutes*, at Fordham, with 190 pupils, an increase of 40 since 1876-'77; the *Western New York Institution for Deaf-Mutes*, Rochester, which at the end of its second year, 1878, had 111 pupils. In all these institutions the common school branches were taught, sometimes drawing, and generally articulation and lip-reading. All except the one founded in New York in 1867 had instruction given in various industries. The New York institution (No. 1) has adopted the policy of congregating all children under 12 years of age into families numbering about sixty, the children being under female care and influence, the number in the larger buildings to be limited to 300. With this object in view a farm in Tarrytown has been bought and buildings were to be erected as needed. The Central New York school was erecting, in December, 1878, a new building for its primary department. The Western New York Institution was moved into new quarters, in 1878, on the east side of the Genesee River, and was reported to be in a very flourishing condition.—(Report of superintendent of public instruction for 1877-'78 and returns.)

EDUCATION OF THE BLIND.

The *New York Institution for the Blind*, New York City, reported 200 pupils in September, 1878. Of this number 175 were State pupils and the other 25 were apparently from New Jersey. There are 3 departments of instruction, literary, mechanical, and musical, special attention being given to fitting the children to become music teachers. The boys receive daily instruction and have daily practice in tuning pianos.—(State and superintendent's reports for 1878.)

The *New York State Institution for the Blind*, Batavia, reported 189 pupils in 1878 and 425 admitted since September, 1868. Common and high school branches are taught and instruction is given in various industries. The tuning and repairing of musical instruments is also attended to.—(Return for 1878.)

EDUCATION OF FEEBLE-MINDED CHILDREN.

The *New York Asylum for Idiots*, Syracuse, reported in 1878 an average attendance of 265 inmates, and the establishment, as an experiment, of a custodial home for adult imbeciles who were to be instructed in various industrial occupations.—(New York Year Book of Education.)

From the *Idiot Asylum*, Randall's Island, no report has been received for 1878.

EDUCATION IN MUSIC.

The New York College of Music is reported to have had over 100 pupils under instruction in 1878.

INDUSTRIAL AND REFORMATORY INSTITUTIONS.

Information was received from 58 industrial schools, orphan asylums, and miscellaneous charities, in which 11,558 children were taught the common branches of education and some industrial employments. Nineteen of these institutions were in New York City, the others scattered throughout the State. In a few, where there were infants, Kindergarten training was given. Included in the total were 2 industrial schools

in Brooklyn, under charge of the Ladies' Aid Society. The one in Poplar street had 114 pupils in 1878, with an average attendance of 35; the other, in Van Brunt street, 250 children, with an average attendance of 67 to October 1, 1878, and of 93 to November 1, 1878.—(Returns or reports for 1878.)

Reports or returns were received from 7 reformatory institutions, the *New York State Reformatory*, Elmira; the *New York House of Refuge*, Randall's Island; the *House of the Holy Family Association for Befriending Children and Young Girls*, New York City; the *Western House of Refuge*, Rochester; the *House of the Good Shepherd*, Stony Point; *Home for Fallen and Friendless Girls*, New York, and the *New York Catholic Protectory*, Westchester County, which had in 1878 a total of 4,308 inmates. Instruction was given them in the common school branches, and in the school at Elmira phonography was taught. The girls were taught sewing and some household employments, the boys and men different trades and industries.—(Returns and reports for 1878.)

TRAINING SCHOOLS FOR NURSES.

The school in Bellevue Hospital, New York City, incorporated in 1874, had 55 women connected with it in 1878, and graduated 13 nurses in the spring of that year. It sends out every 6 months a class of trained women, either for the work of private nursing or for continued connection with the school as nurses and aids to pupils of the second year in private cases. Each graduate receives a certificate of ability and good character signed by the physicians of the committee and by the superintendent. To prevent fraud and to keep up the interest in the school, these certificates must be renewed at fixed periods. The pupil nurses attend operations, learn cookery for the sick, the art of ventilation, &c.—(From address delivered by General Eaton on Training Schools for Nurses before the Washington Training School for Nurses.)

The St. Mary's Free Hospital for Children, in New York City, had 7 girls in 1878 training to become nurses. The House of the Good Shepherd, Syracuse, also reported a small training school for nurses.—(Returns for 1878.)

ART EDUCATION.

The opportunity for an elementary training in art is given at the *Cooper Union*; for those desiring a fuller course, the art classes of the *Brooklyn Art Association* furnish ample opportunity. The *Course in Architecture*, at Cornell University; the *College of Fine Arts*, in Syracuse University; and the *School of Design*, at Vassar College, attract many students. In New York City the *Palette Club*, the *Art Students' League*, the *Art Schools of the National Academy of Design*, the *Society of Decorative Art*, and the *Ladies' Art Association* afford instruction in the different branches of art. In the Ladies' Art Association the classes are taught painting, drawing from life and from cast, painting on China, enamel and underglaze, the principles of design, coloring of photographs, and art industrial drawing. In the children's classes, the rudiments of free-hand and mechanical drawing, the practical use of the brush, the qualities of pigments, the principles of form and color, and their application to manufactures have been successfully taught for the past two years.

EDUCATIONAL CONVENTIONS.

ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

This convention was held at Utica February 19–21, 1878. The address of welcome was delivered by J. C. P. Kincaid, president of the board of education. The subject of the "American school system" was treated by John Kennedy, of New York, and that of "Our public school system" by C. W. Bardeen. Mr. J. H. Hoose, PH. D., of the Cortland Normal School, presented a paper on the present state of the common schools of New York. A considerable portion of the sessions was devoted to considering the feasibility of the township system. Resolutions were adopted to present a bill to the legislature for establishing a township system of public schools in the State. Commissioner Andrews read a paper which showed that in certain districts the provisions of the law in regard to a uniformity of text books had been carried out. He also said that some of the commissioners desired a State, others a county, commission to enforce this uniformity. He hoped that, in justice to those carrying out the provisions of the present law, no change would be made for at least five years. Resolutions were adopted to the effect that the question of secondary or higher education should be left to the localities interested, and that advanced schools should be continued, as their influence in raising the standard and promoting the efficiency of rudimentary schools far outweighs the expense of maintaining them. Mr. Andrew McMillan, the president, was reelected for the ensuing year, and it was decided to hold the next meeting in Ithaca on the third Tuesday of February, 1879.—(School Bulletin, March, 1878.)

STATE TEACHERS' ASSOCIATION.

This association met in Albany July 9–11, 1878. In his address of welcome, C. P. Easton, president of the Albany board of education, said that by the aid of the ballot

the high school in Rochester had been reëstablished, and that this victory would further the cause of higher education elsewhere. The president of the association urged the need of industrial art education, and regretted the separation of education and religion. Reports from the different committees on education dwelt upon the need of greater facilities for the training of professional teachers and for the free attainment of a higher education. Education, it was urged, is in its infancy, and in order to secure improved methods certain fundamental principles must be accepted by the teacher, viz: The real should be presented to the senses when studied or taught; the subjects of study should be so arranged as to have the simple before the complex; pupils must be taught to think, reason, and work for themselves. Superintendent Kiddle and others who discussed the subject argued that compulsory education is impracticable, unnecessary, and unjust. Other questions discussed were "To what extent the State shall educate;" "Methods of instruction in arithmetic;" "The present status of the township question;" "Reform spelling;" and "Who shall examine candidates for licenses to teach?" In this latter paper President Hunter argued that teachers should be examined at the State normal schools instead of by the district commissioners. A finely illustrated lecture on the Yellowstone Park was then listened to with evident interest. After short addresses by the president elect and others, the association adjourned to meet at Penn Yan in the third week of July, 1879.—(School Bulletin, August, 1878.)

UNIVERSITY CONVOCATION.

The sessions were held in Albany commencing July 9, 1878. The question of the regents' higher examinations was first broached. Professor North wished these examinations open to college graduates teaching in the State. Vice President Russel, of Cornell, favored the proposal that those who pass the regents' advanced examinations be considered as fitted for any New York college. Secretary Woolworth agreed with him, and stated that it was generally admitted that in the branches embraced in the preliminary examinations the State had made more progress in its schools than any other State in the Union. Principal Benedict, of the Rochester Free Academy, said that, although some studies might be neglected in the schools in preparing for the regents' examinations, yet the pupils who passed were 100 per cent. better fitted for high school work than those he used to receive. A resolution was passed that holders of regents' certificates who have taught three years should be entitled to a State certificate. President Seelye, of Smith College, read a paper on "College education of women," in which he opposed the coeducation of the sexes, citing many facts in support of his position.—(School Bulletin, August, 1878.)

OBITUARY RECORD.

SUPERINTENDENT JOHN O. COLE.

Judge Cole was born at Sharon, Conn., October 5, 1793. He came early to New York State, and in 1806 was a printer in Albany. He was appointed a justice of the civil court in 1821, and elected police magistrate in 1823, a position which he held, except for five years, 1840 to 1845, until 1870, also serving in other important positions during this period. For forty years he labored with untiring vigilance for the improvement and completion of the Albany public school system, holding the offices of school commissioner, member, secretary, and president of the board of public education, and, later, superintendent of schools. Before he died, January 4, 1878, he had seen the fulfilment of his best plans and the realization of his most cherished hopes.—(Albany Evening Journal, January 4, 1878, and The School Bulletin, January, 1878.)

PROF. E. R. PEASLEE.

For a notice of Professor Peaslee, see New Hampshire Obituary Record, to which the matter has been transferred as the place of his early residence and on account of his connection with Dartmouth College.

MILTON G. POTTER, M. D.

Professor Potter died at his home in Buffalo on January 28, 1878, aged 35 years. He was professor of anatomy at the Buffalo Medical College and also dean of the faculty. The effort to fulfil the duties of this double position brought on an attack of nervous prostration at the end of the course in 1875-76. He rallied later and commenced the course in the summer of 1877, but, again overcome, he died just in the prime of manhood. As a physician he had a fine position; as a surgeon he was cool, clear headed, sagacious in diagnosis, and prompt in execution.—(Buffalo Medical Journal, March, 1878.)

PROF. C. F. HARTT.

Professor Charles Frederic Hartt, of Cornell University, died March 18, 1878, of yellow fever, at Rio Janeiro, Brazil, where he had been for some time in charge of the

Brazilian geological survey. Professor Hartt, born August 23, 1840, at Fredericton, New Brunswick, received his early training under the supervision of his father in the Horton Academy at Wolfville, Nova Scotia, and graduated in 1860 at Acadia College, in the same place. From early youth he devoted himself to geological investigations, and made such important discoveries of fossil land plants and insect remains in the Devonian rocks of Nova Scotia and New Brunswick as to attract the attention of Professor Agassiz, the elder, who induced him to enter the Museum of Comparative Zoölogy at Harvard as a special student in geology. Here he remained from 1862 to 1865, spending his vacations in successful geological work in his former fields. When Agassiz visited Brazil in 1865, young Hartt went as the geologist of the expedition, and spent several months in a critical examination of the Brazilian coast from Rio to Bahia, exploring the rivers and extending his researches over a wide inland area. To settle doubts arising in the study of his notes and specimens, he made a second private visit to the Brazilian coast in 1867. On his return, he devoted himself for some months to lecturing upon his favorite theme in schools, becoming professor of natural history in Vassar College; in 1868 he accepted the professorship of geology and paleontology at Cornell University. Two more expeditions to Brazil were undertaken in 1870 and 1871, in which he was accompanied by some of his students from Cornell. The results of these and of his former expeditions were given to the world in different forms, especially in his *Geology and Physical Geography of Brazil*, published in 1871, and in his Lowell lectures in 1872. Obtaining a limited leave of absence from his university duties, he returned to Brazil for the fifth time in 1874, was made there chief of a geological survey of the empire, and from the exposures, labors, and discouragements connected with this, met his death, having first accomplished, however, an immense amount of work.—(Cornell Review, March, 1878.)

PROF. ALBERT E. CHURCH, LL. D.

This American officer and mathematician was born in Salisbury, Conn., in 1807; graduated at West Point in 1828; served, while lieutenant of artillery at the Military Academy, as assistant professor and as acting professor of mathematics, and in garrison at Newport and Boston harbors; resigned in 1838, and was appointed professor of mathematics in the United States Military Academy. He was a member of several scientific associations and the author of valuable mathematical works especially prepared for the use of the cadets. He died at West Point, March 31, 1878, after forty years of service as an able and efficient instructor.—(New-England Journal of Education, April 4, 1878.)

MISS CATHERINE E. BEECHER.

This distinguished lady, not the least remarkable of a very noted family, was born at East Hampton, N. Y., September 6, 1800, and died of apoplexy at Elmira, N. Y., May 12, 1878. Meeting with a great sorrow in early life, Miss Beecher determined to give her whole life to benefit other persons, and in 1822 she opened a school for young ladies at Hartford, Conn., which soon numbered from 100 to 160 pupils. Recognizing the deficiencies of existing text books, she prepared for use in her own school an arithmetic, a work on theology, and one on mental and moral philosophy. This last, though never published, has been printed and used in one of the colleges for young men. In 1832, she established and superintended an institution for female education in Cincinnati. For thirty years she organized in the West and South educational societies and institutions for the training of teachers. During the same period she prepared various works for the press and contributed largely to several periodicals.—(New York Semi-Weekly Tribune, May 14, 1878, and Georgia Republican, June 4, 1878.)

DR. JOHN W. ARMSTRONG.

This gentleman, one of the best teachers in New York, was born in Woolwich, England, September 20, 1812. In 1824 his father moved to Quebec, where the son began his academic studies; entering Cazenovia Seminary in 1837, he was in 1850 appointed to the chair of sciences. Later he became principal of the Susquehanna Seminary at Binghamton, of Amenia Seminary, of Falley Seminary, at Fulton, and of Gouverneur Seminary. In 1841 he was ordained a minister in the Methodist Episcopal Church, occasionally preaching in different pulpits while acting as a teacher; in 1865 he became head master and teacher of sciences in the State Normal School at Oswego, remaining there until 1869, when he became principal of the State Normal School at Fredonia, N. Y., where he remained until his death, August 12, 1878. Dr. Armstrong received the degree of A.M. from Wesleyan University and that of D.D. from Genesee College. He was a man of rare intellectual endowments, and a student in the highest sense of the term.—(The School Bulletin, September, 1878.)

PRESIDENT JOHN H. RAYMOND, LL. D.

Dr. Raymond was born in New York March 7, 1814; graduated at Union College; studied law, but after his conversion studied at Hamilton for the ministry; appointed

tutor, then professor of rhetoric and of English literature in Madison University, he occupied later the same position in the University at Rochester; in 1855 he became president of the Brooklyn Polytechnic Institute; and in 1864 was elected president of Vassar College, where he remained until his death, August 15, 1878. As a student he excelled in the languages, belles lettres, and metaphysics; as president of Vassar he achieved his highest fame and greatest usefulness, the institution owing much to his industrious fidelity, his organizing power, and his high ideal of female education.—(National Baptist, Philadelphia, August 22, 1878.)

CHRISTOPHER R. ROBERT.

This gentleman, who was for over half a century a prominent merchant and philanthropist in New York, died suddenly in Paris, October 27, 1878, while on his homeward way from Europe, where he had gone for his health. He gave freely of his ample means to societies and institutions engaged in Christian education, and helped many students through college and seminary. For several years after the close of the war he aided the cause of education in the South by carrying on an important school in extensive hospital buildings, which he had purchased for the purpose, on Lookout Mountain, Tenn. As the total expenditures for this school exceeded the receipts by about \$50,000, while protracted litigation prevented the accumulation of endowments and the erection of contemplated permanent buildings, Mr. Robert, with the advance of years, declining health, and a natural wish to use benevolent funds to the greatest advantage, felt constrained to close the school in June, 1872. He sold the property and transmitted the proceeds to the trustees of Robert College, near Constantinople. This college, completed in 1870, has 18 acres of land on the shores of the Bosphorus; its buildings are of stone and iron, with room, day scholars included, for from 275 to 300 students. Mr. Robert gave \$100,000 towards the establishment of this institution, and from time to time about \$50,000 more. His will makes a bequest to the college of from \$60,000 to \$70,000, his entire gift exceeding \$200,000.¹—(New-England Journal of Education, November 21, 1878, written returns, Robert College Catalogue, and Lookout Mountain School Catalogue, 1866 to 1872.)

CHIEF STATE SCHOOL OFFICERS.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[Second term, 1877-1880.]

Hon. ADDISON A. KEYES, *assistant superintendent, Albany.*

OFFICERS OF THE BOARD OF REGENTS OF THE UNIVERSITY.

Name.	Post-office.
Hon. Erastus C. Benedict, LL. D., chancellor.....	New York.
Hon. Henry R. Pierson, LL. D., vice chancellor.....	Albany.
Hon. Samuel B. Woolworth, LL. D., honorary secretary.....	Albany.
Hon. David Murray, LL. D., secretary and treasurer.....	Albany.
Daniel J. Pratt, PH. D., assistant secretary.....	Albany.

¹A newspaper slip credits Mr. Robert with bequeathing property to the amount of \$500,000 to Robert College, the validity of which bequest the heirs are said to be now contesting.

NORTH CAROLINA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White children of school age (6-21)		273, 767		
Colored children of school age		148, 613		
Total of school age	408, 296	422, 380	14, 084	
White children enrolled		146, 681		
Colored children enrolled		81, 411		
Total enrolment	201, 459	228, 092	26, 633	
Average attendance of white children		82, 054		
Average attendance of colored children		50, 499		
Total average attendance	104, 173	132, 553	28, 380	
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts	5, 718	6, 218	500	
Public school-houses		3, 342		
Schools for white children	2, 885	3, 388	503	
Schools for colored children	1, 550	1, 761	211	
Total of schools taught	4, 435	5, 149	714	
Average length of term in days		46		
Estimated value of school property		\$157, 921		
TEACHERS AND THEIR PAY.				
White men teaching	1, 193	1, 844	651	
White women teaching	376	642	266	
Colored men teaching	535	875	340	
Colored women teaching	278	361	85	
Total number of teachers	2, 382	3, 722	1, 340	
Average monthly pay		\$23 18		
RECEIPTS AND EXPENDITURES.				
Receipts for public schools	\$406, 447	\$452, 516	\$46, 069	
Expenditures for public schools	289, 213	324, 287	35, 074	
SCHOOL FUND.				
Amount of available school fund		\$112, 000		

(From report and return for 1877-'78 of Hon. John C. Scarborough, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of public instruction and a board of education, composed of the State executive officers, including the superintendent, who is its secretary. All are elected by the people for four years.

The local officers are, in counties, a board of education, composed of the county commissioners and a county examiner appointed by them; in districts, school committees of 3 persons, elected biennially by the county boards, which, by law of 1877, take the place of the old township school committees.—(State constitution and school laws.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by State and local funds, which are apportioned to each county according to the number of children between 6 and 21 years of age, to be determined by the annual school census in each district. Schools receiving public aid must be public schools and open to all youth of school age, provided that the two races are never to be taught in the same school. The money for each race is kept separate, and it is forbidden to use that apportioned to one for the benefit of the

other. If the State funds be insufficient to maintain one or more schools in each district for 4 months in the year, a special tax to supply deficiencies may be levied by the county commissioners, provided that the question shall have been first submitted to a vote of the qualified electors.

Teachers are examined by the county examiners of each county, who are authorized to grant certificates of first, second, or third grade: the first to those qualified to teach classes in the higher branches of English, the second to those who can teach the "ordinary" branches, and the third to those qualified to teach primary classes only. School committees have authority to employ and dismiss teachers and to determine their pay, provided that those who hold certificates of the first grade shall not receive out of the public funds more than \$2 a day, those holding second grade certificates, \$1.50, and those holding third grade certificates, \$1.—(School laws, 1877.)

GENERAL CONDITION.

The statistics show an increase during the year 1878 in the school population, enrolment, and average attendance, in the number of school districts and of schools taught, in the number of teachers, white and colored, and in the receipts and expenditures for school purposes.

Aid was received from the Peabody education fund in the sum of \$4,100. The two normal schools received \$500 each, and the remainder was distributed, in sums varying from \$200 to \$600 each, to graded schools which complied with the rules established by the agent of the fund.—(State report.)

CHANGES RECOMMENDED IN THE SCHOOL LAW.

The State superintendent recommends the following among other changes in the school laws: That the laws relating to the State normal schools be so amended that the schools shall admit women on equal terms with men; that county school authorities be required to make provision for holding county teachers' institutes, and that public school teachers be encouraged to attend them; that the appropriations for public schools be increased so as to sustain one school in each district four months in the year, as the State constitution requires; and that the people in any school district be permitted to vote an additional tax upon themselves, to supplement their apportionment from the State and county fund, for the purpose of sustaining schools more than four months.—(State report.)

CITY SCHOOL SYSTEMS.

LEGAL PROVISIONS.

The school law provides that every township of the State having within its limits a city of 5,000 inhabitants and upwards may, by vote of the qualified electors thereof, levy an annual tax, not to exceed one-tenth of 1 per cent. on the value of property and 30 cents on the poll, for the support of one or more graded schools. Neither the number of cities in the State which have availed themselves of this permission, nor the statistics of schools in them, can be given, as reports of city public school systems are lacking. There is, however, a circular giving an outline of the course of study for the Raleigh public schools. These are controlled by a district school committee, assisted by a principal and corps of teachers, and are classed as primary and grammar, the former grade comprising 4 years, the latter, 3.—(Laws of 1877.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL COURSES.

The normal schools reporting for 1878 are the University Normal School, Chapel Hill; State Colored Normal School, Fayetteville; Lumberton Normal School, Lumberton, and Trinity College Normal School, Trinity College.

The *University Normal School* appears to be an extended teachers' institute. Its second session, held from June 18 to July 26, 1878, is reported to have been exceedingly successful. Care was taken to secure instructors noted not only for learning, but for skill in normal teaching. Special attention was given to the elementary branches; but Latin, algebra, and chemistry were also taught. The attendance was much larger in 1878 than in 1877, the total enrolment being 402, of whom 190 were women, though the law provides for men only. The attendance was increased by reduced rates of railroad travel to students, and also by the offer of aid to those unable to defray their own expenses; 83 students received such assistance, of whom 56 were men and 27 women. It was applied almost entirely to travelling expenses, and amounted to the sum of \$833.94, of which \$641.09 were paid out of the Peabody grant.—(State report.)

The *State Colored Normal School*, organized in September, 1877, had, during its first year, an attendance of 114, including 72 men and 42 women. The law apparently

excludes women from this school also, but by special permission of the State board of education a limited number have been received, although many have been refused and those admitted were compelled to pass a more rigid examination than that required of men. The scholarship demanded for admission and for graduation is not so high as could be desired, but it is all that is practicable at present. Instruction is begun in the rudiments and continued as far as the 3 years' course will allow. Aid is received from the Peabody fund and tuition is free.—(State report.)

The *Lumberton Normal* is also for the training of teachers for the colored schools. Its course of study comprises 4 terms of 5 months each, taken from the spring and summer months, in order to give students an opportunity to teach a portion of the year.—(Printed circular and return.)

Provision has been made by the legislature for a normal institute in connection with *Trinity College*. It was in operation 4 weeks during the summer of 1878, and was attended by 220 students.—(Return.)

Normal courses are reported in connection with *Bennett Seminary*, Greensboro, and *Shaw University*, Raleigh.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND PRIVATE ACADEMIC SCHOOLS.

Information respecting the public high schools of this State is wanting. For statistics of private academic schools, see Table VI of the appendix, and a summary of this in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The State University, Chapel Hill, provides classical, scientific, philosophical, normal, legal, and medical instruction. A school of medicine has been added since the last report (1877). Instruction is offered free of charge to all worthy young men without means.

Six other universities and colleges report for 1878. All have preparatory departments or courses, and classical courses of 4 years; Davidson and Trinity add scientific courses; Rutherford and Trinity, departments of law; and Trinity, a department of theology. Five are under the control of religious denominations, 2 belonging to Presbyterians and 1 each to Baptists, Lutherans, and Methodists South.

For names and statistics, see Table IX of the appendix, and for a summary of statistics, a corresponding table in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Three institutions for the superior instruction of women report for 1878, namely: Greensboro Female College, Greensboro; Chowan Baptist Female Institute, Murfreesboro; and Thomasville Female College, Thomasville. All have a full collegiate course and are authorized to confer degrees. For statistics of these, see Table VIII of the appendix, and for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State University* provides special facilities for practical training in scientific branches, particular regard being had to those relating to agriculture and the mechanic arts. The regular course covers 4 years and leads to the degree of B. S. There is also a shorter optional course in agriculture, designed for students whose time and means are limited. The university has an agricultural experiment station, created by an act of March 12, 1877, at which soils, fertilizers, and chemicals are tested, the quality and germinating power of seeds determined, and the means of exterminating insects injurious to vegetation examined and reported on.

Instruction in scientific branches is also given in the School of Natural Science and of Engineering at *Trinity College* and in *Davidson College*, where a 3 years' course in science is provided.—(Catalogues.)

For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

Instruction in *theology* is given in Biddle University, Charlotte (Presbyterian), Shaw University, Raleigh (Baptist), and Trinity College, Trinity College P. O. (Methodist Episcopal South). The theological department of Biddle University comprises a 3 years' course of study and students are received without other literary qualification

than a knowledge of the common English branches. From 2 to 3 years are required to complete the theological course at Trinity College. The requisites for admission to this course or to the theological course at Shaw University are not stated, but the standard of each is supposed to be like that of Biddle University, both being yet in their infancy and both being for colored pupils.—(Catalogues, 1877-'78.) For statistics, see Table XI of the appendix, and the summary of this in the report of the Commissioner preceding.

The schools of *law* reporting are those connected with the State University and Trinity College. At the State University there are two classes, one pursuing the study in connection with a collegiate course, and an independent one having no connection with other university classes. To complete the course for the independent class usually requires 2 years. It does not appear that any examination is required for admission. Particulars of the course at Trinity College are not given in the report.—(Catalogues of State University and Trinity College.) For statistics, see Table XII of the appendix.

The only provision for *medical* instruction in this State appears to be the new medical school of the State University, where the usual "regular" medical course is provided. Special attention is to be given here to practical instruction in anatomy, by dissection and the use of models. The sessions of the school are to begin and end with those of other departments of the university.—(University report, 1878-'79.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The North Carolina Institution for the Deaf and Dumb and the Blind, Raleigh, had under instruction during the years 1877 and 1878 a total of 263 youths, of whom 156 were in the deaf and dumb and 107 in the blind department. Of the whole number 90 were colored; and for these there is good accommodation in a separate building. The literary branches taught in the institution are reading, writing, spelling, arithmetic, geography, grammar, and the sciences. There are also classes in Latin and in law. The employments for the blind are mattress, broom, and basket making and chair seating; for the deaf, thus far, only shoemaking.—(Catalogue and return, 1878.) For statistics, see Tables XVII and XVIII of the appendix, and summaries of these in the report of the Commissioner preceding.

EDUCATIONAL CONVENTION.

ORGANIZATION OF A STATE TEACHERS' ASSOCIATION.

From the State superintendent's report, it appears that the teachers in attendance at the University Normal School during the summer of 1878 organized a North Carolina Teachers' Association. They also took steps towards the formation of county associations throughout the State, and appointed a committee to study the public school system and devise remedies for its defects.—(State report, 1878.)

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Second term, 1879-1881.]

OHIO.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	1, 004, 145	1, 018, 789	14, 644	.....
Colored youth of school age (6-21).....	23, 103	23, 174	71	.....
Whole number of school age.....	1, 027, 248	1, 041, 963	14, 715	.....
Whites in public schools.....	715, 405	730, 365	14, 960	.....
Colored in public schools.....	6, 835	9, 829	2, 994	.....
Whole number enrolled.....	722, 240	740, 194	17, 954	.....
Average daily attendance.....	448, 100	465, 372	17, 272	.....
Pupils in private schools.....	10, 767	23, 121	12, 354	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Township districts.....	1, 347	1, 347	.....	.....
Subdistricts in these.....	10, 721	10, 769	48	.....
City, village, and special districts.....	632	651	19	.....
District divisions in these.....	714	743	29	.....
School-houses in township districts.....	10, 744	10, 791	47	.....
School-houses in city, village, and special districts.....	1, 172	1, 188	16	.....
Whole number of public school-houses.....	11, 916	11, 979	63	.....
Whole number of public school rooms.....	15, 504	15, 671	167	.....
Number used for elementary schools.....	14, 949	15, 139	190	.....
Number used for high schools.....	555	532	.....	23
New school-houses built.....	490	481	.....	9
Cost of new school-houses built.....	\$803, 146	\$843, 822	\$40, 676	.....
Value of all public schools and grounds.....	21, 145, 527	21, 329, 864	184, 337	.....
Average time of schools in days.....	155	155	.....	.....
TEACHERS AND THEIR PAY.				
Male teachers in public schools.....	10, 855	11, 099	244	.....
Female teachers in public schools.....	12, 148	12, 292	144	.....
Whole number employed.....	23, 003	23, 391	388	.....
Number of teachers permanently employed.....	8, 336	8, 525	189	.....
Teachers in primary and grammar schools.....	22, 292	22, 680	388	.....
Teachers in high schools.....	711	711	.....	.....
Teachers in schools for colored youth.....	180	262	82	.....
Teachers in private schools.....	182	225	43	.....
Monthly pay of men.....	\$37-\$77	Av'rage \$59	.....	.....
Monthly pay of women.....	\$26-\$58	Av'rage \$41	.....	.....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$7, 875, 904	\$7, 841, 911	.....	\$33, 993
Whole expenditure for them.....	8, 036, 621	7, 995, 125	.....	41, 496
STATE SCHOOL FUND.				
Amount of permanent school fund.....	Not given.	Not given.	.....	.....

(Report of Hon. James J. Burns, State commissioner of common schools, for the school year ending August 31, 1878, the report containing also the statistics of the previous year.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, there is a commissioner of common schools elected by the people for 3 years, with a State board of examiners appointed by the commissioner for a term of 3 years, which issues life certificates to teachers found on examination to possess the requisite qualifications.

The local officers comprise county boards of examiners of 3 members, appointed by the probate judge of the county, and boards of education for cities, villages, and special districts, elected by the qualified voters. There are also, in cities and in villages of not less than 2,500 inhabitants, boards of examiners appointed for 3 years by the boards of education to inspect the schools and grant teachers' certificates.—(School laws, 1873.)

OTHER FEATURES OF THE SYSTEM.

A sufficient number of schools must be established to provide for the free education of all the youth of school age in the State, and they must be taught not less than 24 nor more than 44 weeks during the year. Boards of education must also establish in children's homes and county infirmaries schools for the education of the children therein, when requested to do so by the governing bodies of such homes or infirmaries; and such schools are to be continued each year until the share of school funds apportioned to said children on the basis of the enumeration shall have been expended. Boards of education are authorized to establish schools of higher grade at their discretion; also, evening schools in districts composed, wholly or in part, of cities or incorporated villages. Separate schools for colored children are allowed. German is to be taught at the request of 75 freeholders of the school district. Teachers cannot be legally employed unless they present certificates of qualification and good moral character from a board of examiners having competent jurisdiction. The establishment of libraries is encouraged. Children between 8 and 14 must attend the public schools at least 12 weeks in each school year unless specially excused or taught elsewhere.

The schools are sustained by a State tax of 1 mill on the dollar of valuation, by local taxation, and by the income from the common school fund. The State funds are apportioned among counties in proportion to the enumeration of youth of school age in each; and districts which fail to make such enumeration are not entitled to their share. The amount of local taxation in each district is fixed by the board of education therein, who estimate the sum necessary for prolonging schools and for all other school expenses. This amount is assessed by the county auditor on the taxable property of the district, but the rate must not exceed 7 mills on the dollar.—(School laws, 1873.)

GENERAL CONDITION.

The statistics for 1877-'78 indicate that considerable educational progress was made at nearly all points. There were 14,644 more white and 71 more colored children enumerated than in 1877, with an increase in enrolment of 14,960 white children and 2,994 colored in the public schools, and 12,354 more in private schools, making the total increase in all schools more than double the increase of youth of school age. And, better still, the additional average attendance in the public schools almost equalled the additional enrolment and considerably exceeded the increase in school population. Notwithstanding this extra number of pupils and an increase of 388 teachers, the expenditures were \$41,496 less than in the previous year. In the colored schools there were 82 more teachers; in private schools, 43 more. While the high schools had only the same number of instructors as in 1876-'77 and were reported to have 23 fewer school rooms in use, the elementary schools had 388 more teachers and 190 more school rooms. There was no change in the number of township districts, but there were 48 additional subdistricts. The branches of study were unaltered, but there were far more pupils reported in German, drawing, and vocal music, and fewer in botany, chemistry, composition, general history, moral and natural philosophy than in 1877. Six additional colleges and universities reported and one more normal school, the increase in attendance at these institutions indicating a desire on the part of the people for a higher and better education. The commissioner says that the colored people are not of one mind respecting mixed schools, fearing that to involve white teachers exclusively. The secretary of the board of examiners reports that applicants for life certificates must now pass an examination in fifteen fixed branches instead of eighteen as before; they are allowed to select, from a list of seventeen, four other branches to make up the nineteen required by law. He adds that the number of persons holding life certificates in Ohio is small and is decreasing every year; since 1864 only 188 such certificates have been issued.—(State report, 1878.)

OTHER TOPICS TREATED.

Commissioner Burns devotes considerable space to the defects of the subdistrict schools, calling attention to the generally expressed opinion that no progress has been

made in the past two or three decades in this class of common schools. In 14 counties of the State the average attendance in these schools was less than 20 pupils; in about 50 counties, less than 25; and in 8 counties only did this attendance exceed 30, while in 400 districts there was an enumeration of less than 25. The school-houses, too, were often not suitably located or arranged; the course of study was defective; the two terms a year were frequently taught by different teachers, one having no knowledge of what the other had done. Under this system the township has a two-headed control which often produces a contest of authority and leaves important work undone, with little hope of improvement as long as the ungraded subdistrict schools and their petty school boards shall be continued. The remedy for these evils, Mr. Burns believes, is to place the schools of a whole township under control of a board of education, elected by the people for this special work, with the powers and duties of a board of education in a village, and then to do away entirely with subdistrict schools. This, he thinks, will benefit the schools, improve the instruction, increase the attendance, and make the supervision more effective.

Mr. Burns considers county supervision, too, a valuable part of the machinery for managing a system of rural schools in a successful manner. The chief faults of these schools—unsystematic management, small attendance, and instruction not adapted to the needs of pupils—might be corrected if there were county supervision.

Respecting compulsory education, the superintendent expresses the hope that some means may be devised to strengthen or supplement the powers of boards of education and thus enable them to prevent truancy. The youthful idlers on the streets of towns and cities he would have gathered up by somebody and compelled to do something. It is better to rescue them before they are in a state to be sent to the reform schools; to teach them that society is stronger than they are, and that, without injuring them, it will use its strength to protect itself.—(Ohio school report, 1878.)

KINDERGARTEN TRAINING.

Returns were received from 10 Kindergärten, 4 of them at Cincinnati, one being connected with the Cincinnati Orphan Asylum; 4 at Cleveland, one a charity institution under charge of the Young Ladies' Temperance League; 1 at Toledo; and 1 connected with the Ohio Central Normal School at Worthington. The children admitted to these schools are from 3 to 7 years of age—in the school at Toledo from 4 to 6 years is the limit—and they are taught from three to three and one-half hours a day. These schools all have the usual appliances and apparatus for this method of teaching, and the children are taught some or all of Fröbel's gifts and occupations.—(Returns for 1878.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Under a general State law, city boards of education have city superintendents to supervise the schools and city examiners to test the qualifications of candidates for teacherships.

STATISTICS. *a*

Cities.	Estimated population.	Youth of school age.	Enrolment.	Average daily attendance.	Teachers.	Expenditure.
Akron	17,000	4,429	2,747	2,160	52	\$44,586
Canton	12,500	3,787	2,108	1,469	41	35,777
Chillicothe	15,000	3,404	1,844	1,461	43	31,291
Cincinnati	300,000	91,693	630,659	24,966	605	699,588
Cleveland	142,444	45,364	22,104	15,713	390	413,532
Columbus	51,434	14,246	7,316	5,559	143	164,709
Dayton	35,000	11,063	5,671	4,193	120	154,843
Hamilton	15,000	5,560	1,917	1,482	31	39,654
Mansfield	10,000	2,821	1,744	1,321	33	27,101
Newark	11,000	3,654	1,709	1,299	38	25,504
Portsmouth	12,000	3,474	2,190	1,623	42	62,512
Sandusky	17,500	7,122	2,576	1,808	48	81,675
Springfield	20,000	5,212	2,520	1,891	49	58,617
Steuenville	13,500	4,598	2,384	1,816	43	56,277
Toledo	55,000	15,456	7,753	4,754	130	131,849
Youngstown	18,000	4,769	2,080	1,598	37	47,299
Zanesville	20,000	5,497	3,006	2,235	65	44,846

a The figures for population are taken from written returns, except in the cases of Cincinnati, Newark, Springfield, Steuenville, and Zanesville, which are from printed reports; the other statistics come from the State report.

b Exclusive of 3,705 in night schools.

ADDITIONAL PARTICULARS.

Akron reported its schools in a highly satisfactory condition, the increased attendance in all grades in 1877-'78 requiring 3 new schools. In regularity of public school attendance, Akron ranks the first of 22 cities and towns of the State. There were 6 private schools reported, with 350 sittings. During 1877-'78 the course of study in use for ten years was changed: botany and physics were dropped from the grammar school course, and geology and zoölogy from the high school; the study of government was restored to the high school course, and Latin was made an optional study. The appointment in 1877 of a special teacher for drawing and writing caused marked progress in those branches; a teacher of music was also employed. The high school graduates its pupils in 3 years; but if a sufficient number desire to take a more extended course, a fourth year's class may be formed for trigonometry, logic, moral science, geology, &c.—(Akron report for 1878.)

Canton makes return of 30 day and 2 evening schools, with 1,856 sittings for study. Special teachers of German, music, drawing, and penmanship were employed; 4 private schools reported.

Chillicothe showed an increase of 163 children of school age since 1877; private and parochial schools contained 350 pupils; primary, grammar, and high schools had from 43 to 46 teachers, 1 of them a special teacher of German.—(Ohio school report and return for 1878.)

Cincinnati reported in 1877 a reduction of \$64,087 on the expenditures of 1876; and notwithstanding \$57,230 paid for school buildings, with extra money appropriated for the library and for work sent to the Paris Exposition, the net increase in expenditure in 1878 was less than \$40,000, there being a reduction at all points at which economy could be applied without impairing efficiency. The growth of the schools in general was in excess of that of the population. Fifteen night schools, 3 of them for colored children, reported an increase of 94 pupils; of the 41 public schools, the 9 for colored children rapidly increased in usefulness and showed better work and more pupils; the deaf-mute school, with its 24 pupils, gave satisfaction; the normal had 19 fewer scholars than in 1876-'77, but graduated 63 pupils, and added a German-English department to the course; the high school reported an increase of 131 scholars and a graduating class of 87. The schools were divided into district schools, five annual grades; intermediate, three grades; and high, four. Object lessons, drawing, penmanship, music, and German were taught with marked success in some of the grades. German is an elective study, but 53 per cent. of the scholars enrolled take it under 136 teachers, 29 of whom teach German only. Much attention within the last four years has been given to system, order, and neatness, and the result is said to be elevation of the moral tone of the scholars, improvement in scholarship, and better preparation for the duties of life. Reports from the public library place the number of books and pamphlets at 111,850, of which 10,537 were received in 1877-'78; the average daily issue of books was 1,107; of periodicals, 1,101. The exhibit sent from the Cincinnati public schools to the Paris Exposition was made without special preparation, yet it received both a gold and a silver medal.—(City report for 1878.)

Cleveland had 45 school buildings, with 18,881 sittings for study; a normal school, with 56 sittings; and 2 night schools, with 10 teachers; special teachers were employed for drawing, elocution, German, music, and penmanship, at salaries ranging from \$800 to \$2,100. The total value of school property was \$1,663,035.—(Return.)

Columbus reported 116 schools, with 6,852 sittings; 4 teachers, for special branches; and a Saturday normal school, with an enrolment of 70 pupils and an average attendance of 59. The course of instruction includes the theory and practice of teaching, mental science, music, and drawing. The high school reported 14 teachers and 484 pupils; a 4 years' course; much progress in model drawing and drawing from the plaster cast; the introduction during the year of projection drawing; great improvement in spelling and penmanship, but less in reading; and the work done in the school the most satisfactory for the last six years. Considerable improvement was made throughout the schools in reading music and in the quality of tone in the class singing. The librarian of the public library reports more volumes issued from the school board department than from all the others combined, the reason being that the newest publications on art, education, literature, history, travels, poetry, and fiction are furnished by the board, and the library is largely used by the children and their parents.—(Report for 1877-'78.)

Dayton, according to a return for 1877-'78, had the usual 3 grades, primary, grammar, and high, in 12 different school buildings, with 5,627 sittings; a city normal school, under charge of 1 teacher; evening schools, with 5 teachers; and special instructors for music and penmanship.

The superintendent of the *Hamilton* public schools reports that of late years the progress in the schools has been steady and sure; that the school enumeration for 1877-'78 was about 37 per cent. of the whole population; that, with a constantly in-

¹It is to be regretted that the evening art school held in former years had to be omitted during 1877-'78.

creasing enrolment, the tardiness diminishes year by year; that seven years ago a daily attendance of only 67 was secured out of every 100 pupils enrolled, while in 1877-'78 the daily attendance was 77 per cent. of the total enrolment; that there were 5 school buildings, with 1,816 sittings, and three or four parochial schools, with an enrolment of about 1,000 pupils. Drawing and music were taught in all the grades; and advancement in music was noticeable in all the classes, while some of the drawings were nearly faultless. The German-English department was continued, and contained about 40 per cent. of the total enrolment.—(Report for 1877-'78.)

Mansfield had 6 school buildings, with 1,962 sittings; a city normal school; special teachers for music, drawing, and penmanship; and 135 children taught in private schools.—(Return.)

The *Newark* biennial report showed a gratifying improvement in the efficiency of the teaching force, in the enrolment, and in attendance, and a large decrease in tardiness. There were 3 grades of schools, primary, grammar, and high, each with a 4 years' course, and both sexes were educated together. There were also evening schools organized for 3 months. The principal of the high school, principal of German, teacher of penmanship, and teacher of the school for colored children were the only men employed in the schools, the other 34 teachers being women.—(Report for 1877-'78.)

Portsmouth reported 6 school buildings, with 2,020 sittings, in 1877-'78; a new school-house, with 12 rooms; a gradual increase in enrolment and attendance for the last 3 years; a total of 231 colored children in the schools enjoying the same advantages as the whites and making rapid advancement during the last 3 years, showing, however, considerable irregularity in attendance; the adoption in some of the primary schools of the phonic method in reading; 386 pupils studying German in the schools; and both drawing and singing taught by the regular teachers.—(Report for 1877-'78.)

Sandusky had 13 school-houses, with 2,680 sittings. Drawing and penmanship were taught by the regular teachers, while for German special teachers were hired. The normal school was discontinued for a year or more; there were 800 pupils enrolled in the parochial and private schools.—(Return.)

Springfield had for 1877-'78 6 school-houses, with 47 rooms, exclusive of those used only for recitation, and school property valued at \$200,000.—(State report, 1878.)

Stuebenville had also 6 school-houses, with 32 rooms, and school property estimated at \$109,000.—(State report, 1878.)

Toledo reported 23 school-houses, with 6,500 sittings; special teachers for French, German, and drawing; an enrolment of about 2,000 pupils in private schools; and an estimated value of \$551,000 in school property.—(Return.)

Youngstown had 7 school-houses, with 33 rooms for study, and school property valued at \$138,562.—(State report, 1878.)

Zanesville reported 19 school-houses, with 65 rooms; \$1,445 were paid during the year either for erecting or purchasing school-houses.—(State report, 1878.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The schools which send catalogues or returns for 1877-'78 are the Northwestern Ohio Normal, Ada; the Geneva Normal, Geneva; the National, Lebanon; the Mansfield Normal, Mansfield; the Western Reserve, Milan; the Ohio Central, Worthington; the Ohio Free Normal, Yellow Springs. There are also normal and training schools in the cities of Cincinnati, Cleveland, Columbus, and Dayton, belonging to the public school system and sustained by public school funds. The Cincinnati school reported 97 students for 1878, in charge of 9 instructors; 63 graduates, about one-fourth of them teaching; a 1 year's course; and a model school. The Cleveland Normal had 8 instructors and 62 pupils; 7 training schools in charge of training teachers; a 2 years' course of study; and 24 graduates, all engaged in teaching. The Columbus Normal enrolled 70 students, and had 59 in average attendance, mainly pupils of the senior and junior classes of the high school. The Dayton school, with a 1 year's course of study, had 15 pupils, 4 resident teachers, and 13 graduates, 8 of whom were teaching.—(Reports and returns.)

The *Northwestern Ohio Normal School*, Ada, reported 477 pupils; a 4 years' course of study; 19 graduates, of whom 16 were teaching; and a library of 1,100 volumes, 300 of them added during the year.—(Return, 1878.)

The *Geneva Normal School* reported 6 instructors and 137 pupils in 3 courses of study, a classical, an English, and a teachers' course, of 4, 3, and 2 years, respectively. There is also a commercial department connected with the school. All students who complete any course of study and whose average at the examinations is not under 65 per cent. receive certificates of graduation.—(Report, 1878, and return.)

The *National Normal School*, Lebanon, had 1,036 pupils in the normal or teachers' department, and 437 other students, all in charge of 17 teachers. The courses are a

preparatory, of 6 months, and a scientific and a classical, of one year each, which together graduated 63 pupils. There was also a business course, which graduated 90 pupils in 1877-78. Certificates or diplomas are given at the end of the collegiate and business courses and to those who have completed the junior year of study, but a further examination is necessary before the students can teach in the city or State schools.—(Twenty-third annual catalogue and return.)

The *Mansfield Normal College* was organized in September, 1878, and a return for the fall term reported 100 students and 11 instructors, 7 of them non-resident. The full course occupies 4 years, one year each preparatory and classical and two years for the scientific branches. A Kindergarten is connected with the college.—(Prospectus and return.)

The *Western Reserve Normal School*, Milan, reported 199 students, a lady principal and 3 female teachers, and a 4 years' course of study, designed especially to fit teachers for the district schools.—(Catalogue, 1877-78.)

The *Ohio Central Normal School*, Worthington, which is open to both sexes on equal terms, reported at the end of its seventh year, 1878, a total of 121 teachers graduated during those years. In 1877-78 there were 177 normal students, 95 of them young men. The full course of study occupies 3 years, and the catalogue says that a larger percentage of the graduates from this school receive State certificates than from any other normal school in the State. The metric system is taught in connection with the English system in all the departments; physical culture receives special attention through daily gymnastic exercises. The Kindergarten training class continued its summer sessions in Worthington and its winter sessions in Cleveland, where the training class had an opportunity to observe the workings of one of the best systems of graded schools in the United States.—(Calendar for 1878-79.)

The *Ohio Free Normal School*, Yellow Springs, connected with Antioch College, reports 19 students, 8 males and 11 females. The 5 instructors were teachers in other departments of the college. The course occupies 2 years and the students receive certificates on graduation.—(Return for 1878.)

NORMAL COURSES IN COLLEGES.

Teachers' or normal courses appear for 1878 in Farmers' College, College Hill; Heidelberg College, Tiffin; Hiram College, Hiram; Mount Union College, Mount Union; Muskingum College, New Concord; Rio Grande College, Rio Grande; Seio College, Seio; and Wilberforce University, Xenia.

SPECIAL NORMAL INSTRUCTION.

The usual summer school for industrial art study, and more especially for teachers of drawing, was advertised to be held in the summer of 1878 at Columbus. A four weeks' normal institute opened at Sidney July 15, 1878, with 42 teachers and a prospect of large increase in numbers.

The summer institute of the Ohio Central Normal School was held in July, 1878. In addition to the regular classes in the common and higher branches, courses of lectures were given in physics, chemistry, art education, primary teaching, Kindergarten instruction, botany, and geology. A class in practical surveying and a teachers' class for the discussion of methods of teaching and the theory of education were formed. The meeting was larger than ever before, and there were 34 graduates, including 11 Kindergarten teachers.—(Pennsylvania School Journal, May, 1878; Educational Weekly, April, 1878; and Ohio Educational Monthly, August, 1878.)

TEACHERS' INSTITUTES.

During 1877-78 institutes were held in 86 counties at a cost of \$22,535. There were 296 different speakers and an aggregate of 11,466 members. The State commissioner urges that, as many of those who attend the sessions are young people who desire to teach, and as the institute is the sole method of reaching the mass of teachers, it is necessary to have the sessions as long as possible, to encourage practical instruction and to attract the old foggy teachers who now remain away. The commissioner was unable to visit all the institutes, but he says there cannot be two opinions in regard to the value of the work done in these conventions.—(State report, 1878.)

EDUCATIONAL JOURNALS.

The Ohio Educational Monthly, published at Salem by Hon. W. D. Henkle, formerly State commissioner of common schools, continued during 1878 to present much matter in relation to the government of schools, different methods of teaching, and high school training, this last being the great question of the year. From the same office comes Notes and Queries, a paper which also gives valuable educational items.

The Library and School, published monthly at Columbus from February, 1879, is also a useful adjunct to the Ohio Educational Monthly in the cause of higher education.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

There were 532 high schools reporting for 1877-'78, with 27,056 pupils. These numbers show a slight decrease in enrolment since 1876-'77, yet the reports of the different city superintendents give a very satisfactory record of their respective schools. These officers agree that the high school is necessary for all classes; the State commissioner also warmly advocates high school instruction; and State Attorney General Pillars, after a thorough examination of the subject, concludes that the framers of the State constitution intended to provide for schools beyond the common schools, and that boards of education may lawfully establish high schools with such courses of instruction as in their judgment the public good may seem to require.—(State report for 1878 and city reports.)

OTHER SECONDARY SCHOOLS.

The tables of the State report show an increase, since 1877, in the number of colleges and private schools not receiving anything from the common school fund. In 1878 there were 23 (excluding normal schools), with 86 teachers and 1,939 pupils.—(State report for 1878.)

For statistics of secondary institutions reporting to this Bureau, such as business colleges, private academic schools, preparatory schools or preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the Commissioner's report preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The State superintendent gives statistics from 28 universities and colleges reporting to him in 1878, against 22 in 1877, with a gain in instructors of 62 and in students of 1,872. Of the 5,984 students attending in 1878, there were 1,543 women, and of the 2,210 students pursuing regular courses in 22 of these colleges, 356 were women. Twenty-seven of the 28 colleges report the number of students graduated by them in 1878 as 348, of whom 267 were men, 67 women, and 14 not classified.

Reports for 1878 received at this Office from 34 universities and colleges show 8 to be non-sectarian, while 1 does not report on this point; the other 25 are distributed among the different churches as follows: Methodist Episcopal, 5; Presbyterian, 3; Baptist, United Brethren, Evangelical Lutheran, and Friends, 2 each; Presbyterian and Congregational, combined, 1; and 1 each of Protestant Episcopal, Roman Catholic, Jewish, Universalist, Congregational, Disciples, Reformed, and New Church. All but 8 admit young women as well as men; nearly all have preparatory courses covering from 2 to 4 years; all but 1 have the usual classical course of 4 years; and 28 have also scientific courses covering in most cases 4 years, while philosophical courses are added in 2, English in 3, ladies' and literary in 3, and Latin-scientific in 1. Ten have departments or courses in music; 10, in theology; 2, in medicine; 1, in law, and 11 in the art of teaching.—(Catalogues and returns.)

The above summary includes the institution formerly known as the Agricultural and Mechanical College, now called the *Ohio State University*, its name having been changed by order of the legislature in 1878. It was founded in 1873 on the congressional land grant, and has been hitherto supported almost entirely by the income arising therefrom. The only appropriation yet made to it by the State was \$4,500 to equip a school of mines and mining engineering; but it has also granted the university certain unsurveyed and unentered (and up to this time unproductive) lands in the Virginia military district. Besides its special scientific courses, others covering 4 years are provided which lead to the degrees of bachelor of arts and bachelor of science; but it would appear that a portion of this time must necessarily be devoted to preparatory work, since the examination for admission is only in English branches.—(Report of university, 1878.)

The *Hebrew Union College* (Jewish), Cincinnati, was organized in 1874, with a preparatory department only. It is intended to organize a collegiate department, the course in which is to cover 4 years and to comprise Jewish theology and history, Shemitic philology and literature, especially Hebrew, Aramaic, Syriac, and Arabic. Tuition is free.

For the names, locations, religious denominations, and statistics of the institutions reporting, see Table IX of the appendix following, and for a summary of statistics, a corresponding table in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the facilities for superior instruction offered women in common with men in a majority of the universities and colleges, there are a number of institutions for

women exclusively, 10 of which report for 1878. Three of these are authorized to confer collegiate degrees, and nearly all have a 4 years' course of study. All but 1 are under the influence of some religious denomination, 4 being controlled by Presbyterians, 2 by Episcopalians, 2 by Methodists, and 1 by Baptists.

For names, location, and statistics, see Table VIII of the appendix, and for a summary of statistics, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Besides the general scientific courses that are provided by nearly all the colleges and universities, as already mentioned, more special scientific instruction is furnished by the State University in its schools of exact sciences and of natural history. The first embraces mathematics, civil engineering, physics, mechanical engineering, chemistry, mining, and metallurgy; the latter, botany, zoölogy, geology, and agriculture. From these studies, courses covering 4 years have been arranged that lead to the degrees of civil engineer, mining engineer, and mechanical engineer; also, a special course of 3 years in agriculture. The department of mining and metallurgy, established in 1877, was put in successful operation during 1878. By action of the legislature the subject of military drill was made optional, thus changing essentially the status of the military department. About half the young men in the university elected the drill for the year 1878.

For statistics, see Table X, and a summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

The provision made in Ohio for *theological* instruction, as reported for 1878, comprises 7 independent institutions, besides theological departments or courses in 10 colleges and universities. The denominations controlling these schools were as follows: Roman Catholic, Methodist, and Lutheran, 3 each; Presbyterian, 2; Protestant Episcopal, Congregational, New Church, Disciples, Reformed, and United Brethren, 1 each. The greater number have courses of at least 3 years and an examination more or less strict for admission. Lane Theological Seminary, Cincinnati (Presbyterian), Union Biblical Seminary, Dayton (United Brethren), and the theological department at Oberlin (Congregational) require for admission a collegiate training, or else an examination showing candidates to be well prepared for the theological course. For statistics, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

Legal training is given in the Law School of the Cincinnati College, the only school of law reporting in the State. It has a 2 years' course of study, to which students are admitted without examination. There was an attendance of 118 students in 1877-'78, of whom 56 were graduated.—(Return.) For further statistics, see Table XII of the appendix, and summary of this in the report of the Commissioner preceding.

The "regular" *medical* schools reporting for 1877-'78 are the Medical College of Ohio, the Cincinnati College of Medicine and Surgery, and Miami Medical College, at Cincinnati; the Cleveland Medical College, the medical department of Western Reserve College, and the medical department of the University of Wooster, Cleveland, the Columbus Medical College, and Starling Medical College, at Columbus. In addition to these there are the Homœopathic Hospital College, Cleveland, and the Pulte Medical College (Homœopathic) and the Eclectic Medical Institute, Cincinnati. All provide the ordinary 3 years' medical course, to which a number add an optional graded course of 3 years. An examination for admission is required by only 3, the Cleveland Medical College (regular), the Homœopathic Hospital College, Cleveland, and the Pulte College, Cincinnati. For statistics of the above, of the Ohio College of Dental Surgery, at Cincinnati, and of the Cincinnati College of Pharmacy, see Table XIII of the appendix, and a summary of this in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus, reported 517 students in 1878. Of this number 61 were new pupils. There were 3 departments, academic, grammar, and primary, the studies extending through a 10 years' course, but with an average of 3.53 years for the pupils in the institution. The common school branches were taught, and the shoeshop, bookbindery, and printing office gave work to the inmates. The superintendent speaks of the overcrowding and the necessity for larger quarters.—(Report and return, 1878.)

The *Cincinnati Day School for the Deaf and Dumb* reported 36 students in 1878, instructed in the common school branches, but no industrial employments were mentioned.—(Return.)

EDUCATION OF THE BLIND.

The Ohio Institution for the Education of the Blind, Columbus, reported a better condition of things than at any time since its organization in 1837; a gradual increase in enrolment, nearly 200 pupils being accommodated; and a Kindergarten established, which was doing good work. There were 15 teachers employed, and the pupils received instruction in the English branches, Latin, and music, also in broom and mattress making, canesetting, knitting, and beadwork. A knitting machine and sets of acoustic, philosophical, and Kindergarten apparatus were also added during 1877-78.—(Report and return for 1878.)

EDUCATION OF THE FEEBLE-MINDED.

The Ohio Institution for the Education of Idiotic and Imbecile Youth, Columbus, reported 512 inmates in 1877-78; an overcrowded state of the buildings, the pressure for admission being greater than ever before; great improvement on the part of the children under care, and considerable attention paid to music, sewing, and other employments.—(Report for 1878.)

INDUSTRIAL AND REFORMATORY TRAINING.

Information was received for 1878 from 19 orphan asylums, or children's homes, which were giving a common school education to 1,723 children and were instructing them in either domestic work, shoemaking, tailoring, farming, knitting, or sewing.—(Returns.)

The *Industrial School and Home*, West Cleveland, reported 147 inmates in 1878. Good homes were found for 88 children; 61 were returned to their friends; 8 failed to profit by the advantages given them; 2 were sent to the reform school; and 43 remained in the institution at the end of the year.—(Report, 1878.)

The *Cincinnati House of Refuge* reported 3,982 children as wards of the city since 1850, and 362 under training in 1878, of whom 33 were colored. Three hours daily were given to instruction in the common branches and 7 hours to the learning of a trade, such as shoe, brush, or wire making. A library containing 650 volumes, besides papers and magazines, was in constant use by the inmates.—(Report for 1878.)

The *House of Refuge and Correction*, Toledo, reported in December, 1877, a total of 171 boys, 98 admitted later, and 157 remaining in December, 1878. The common school branches were taught, marked progress being made during the year, and farming, engineering, tailoring, and general household service were also attended to. In 1877-78 the system of finding homes for the boys was adopted. This seemed to exert a good influence over those still in the institution.—(Report for 1877-78.)

The *Children's Home*, Cincinnati, gathers in homeless or neglected children, instructs them in the arts of industry and in the duties of morality, and cares for them till they can be placed in comfortable and safe positions. It received 211 children in 1877, and entered on the work of 1878 with 33 under its charge. No later report from it has been received.

The *Toledo Industrial School Association*, mentioned in 1877 as keeping up a Saturday Sewing School for the children of the poor, made no report for 1878.

The *State Reform School*, Lancaster, reported 497 inmates in 1878, with 282 committed and 292 discharged during the year. The common English branches and various trades were taught; the boys were also shown how to raise fruits and vegetables and to cultivate flowers.—(Return.)

The *College of Music*, Cincinnati, organized in 1878, aims to give theoretical and practical instruction in all branches of a musical education. Theodore Thomas was the musical director.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association held its sessions at Put-in Bay, July 2-4, 1878. In the superintendents' section, presided over by G. W. Walker, of Lima, a high school course of study was discussed. The opinion was generally expressed that there should be fewer studies and more time given to those pursued, and that thoroughly educated teachers should be employed to make these schools worthy the name of the "people's colleges." Dr. John Hancock, of Dayton, spoke of the need of change in the lower schools; he wished more attention given to language studies, elementary physics, general history, music, and drawing, and less to arithmetic. In the general meeting, Professor Mendenhall, of Columbus, in his inaugural address as president, gave his views as to how the study of the natural sciences may be made more profitable in the schools. Superintendent William Richardson, of Chillicothe, and Mr. Alston Ellis, of Hamilton, followed in papers on "Our public school system," in which they urged the necessity of having county supervision to infuse new life and vigor into the country schools, a State normal school as a central institution, and a more practical system in the high schools. Hon. J. J. Burns, State school commissioner, explained the duties and responsibilities of

county examiners. As their duty is "to commission skilled workmen who will labor upon the public's most important structure, to legalize trustees for a priceless estate, they should be men of sound judgment, varied information, independence of mind, and well informed as to the condition of the schools and the various duties of the teacher." Other papers were read on "Kindergarten instruction" and "Reading," and a lecture on "Charles Dickens" was given by Professor M. T. Brown, of Boston. Dr. C. H. Payne, president of the Ohio Wesleyan University, then delivered an address on "What the State shall teach."

The report from the committee appointed at the last annual meeting to consider the criticism on high schools contained in the Ohio State report, was then discussed and adopted, the committee believing the commissioner's "facts" to be erroneous and his inferences unwarranted. This was followed by a paper on "How to improve the country schools," by President W. H. Scott, of the Ohio University, who advocated a broader standard of qualification for admission to the office of teacher, more frequent and rigid inspection of the schools, and restriction of the range of studies to proper limits. On account of the frequent changes in teachers he thought that examination papers and class lists should be prepared at the close of each term, so that the new teacher may know where to commence his work. The following resolutions were then adopted: (1) To have legislative action taken so that Kindergarten can be established as a part of the system of instruction; (2) to have a section of the association devoted to the ungraded schools.—(Ohio Educational Monthly, September and October, 1878.)

OTHER TEACHERS' ASSOCIATIONS.

Sessions of the Central, the Northeastern, the Northwestern, the Southwestern, the Eastern Ohio, and the Tri-State Teachers' Associations¹ were held once or oftener during 1877-78. These meetings were the result of a laudable professional spirit, as the services of those engaged in them were gratuitous.

OBITUARY RECORD.

PROFESSOR HENRY SMITH, D. D., LL. D.

Dr. Smith was born at Milton, Vt., December 16, 1805, and graduated at Middlebury College in 1827. He taught until 1830, when he entered the Theological Seminary at Andover, during his senior year teaching in the Marietta High School. After the incorporation of the Marietta College Institute in 1832, he was elected the first professor, and in 1846 became president. In 1855 he accepted the professorship of sacred rhetoric and pastoral theology at Lane Seminary. Later, he removed to Cincinnati. Deeming that his duty lay in that direction, he accepted, in 1861, a call to the North Presbyterian Church in Buffalo, N. Y., where he remained about 3 years. He then resumed his teaching at Lane Seminary, where, for more than 20 years, he was professor and for full 45 years a teacher. As a minister, he displayed remarkable power; as a successful teacher, he became noted for decision of character and strength of will. He died in Cincinnati, January 14, 1879.—(Address of Rev. I. W. Andrews, D. D., president of Marietta College, and Ohio Educational Monthly.)

MRS. MARTHA E. HAVEN.

This lady was born in Montreal, Canada, October 24, 1828, removing early to Peacham, Vt. Graduating at Mount Holyoke in 1853, she taught in Toledo, Ohio, from 1853 to 1857, and in Painesville from 1857 to 1858; she was principal of the Female Seminary, Putnam, Ohio, from 1858 to 1859, and assistant principal in the academy at Toledo from 1859 to 1862. In July, 1862, she went to Downieville, Cal., where, in 1864, she was married to James M. Haven, removing in 1868 to San Francisco. Mrs. Haven always had a warm interest in education, and continued to act as a teacher of a Chinese class in Sunday school, when confirmed ill health made her attendance very difficult. She died April 4, 1878, at Oakland, Cal.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES J. BURNS, *State commissioner of common schools, Columbus.*

[Term, 1878-1881.]

¹ The three States are Indiana, Ohio, and Michigan.

OREGON.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20)	50,232	53,462	3,230	.....
Enrolled in public schools	26,034	26,992	958	.....
Average daily attendance	14,387	21,464	7,077	.....
Attending private schools	3,090	3,287	197	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts	750	904	154	.....
Districts reporting	688	865	177	.....
Districts having no school	41	39	.....	2
Public schools of ordinary grade	662	768	106	.....
Public schools of advanced grade	14	22	8	.....
Average length of term in days	86.4	93.6	7.2	.....
Private schools and colleges	47	105	58	.....
Value of public school property	\$395,563	\$483,058	\$87,495	.....
TEACHERS AND THEIR PAY.				
Men teaching	437	539	102	.....
Women teaching	328	460	132	.....
Total number of teachers	765	^a 999	234	.....
Average monthly pay of men	\$47 24	\$45 25	.....	\$1 99
Average monthly pay of women	34 87	34 33	.....	54
RECEIPTS AND DISBURSEMENTS.				
Total receipts for public schools	\$235,337	\$258,786	\$23,449	.....
Total expenditures for public schools	241,023	275,107	34,084	.....
STATE SCHOOL FUND.				
Whole permanent school fund	^b \$509,000			

^a A return of later date gives a total for 1878 of 1,068 teachers.
^b In 1877.

(Report for 1877 and 1878 of Hon. L. L. Rowland, State superintendent of public instruction. The statistics for 1877 materially differ at several points from those previously given, probably owing to the reception of later returns.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of public instruction elected by the people every 4 years; also a board of education composed of the governor, secretary of state, and superintendent of public instruction.

For counties, county superintendents of common schools are elected biennially by the people; for districts, one member of a board of 3 directors is annually chosen for a term of 3 years.

OTHER FEATURES OF THE SYSTEM.

The schools are supported by a county tax of 3 mills on the dollar upon all taxable property, by district taxation at the will of a majority of the voters in the district, and by the interest from the common school fund, which is apportioned to each district according to the number of youth 4 to 20 years of age therein. It is, however,

a condition of such apportionment that the district shall have made a report of its schools to the county superintendent by the first Monday in March of each year, and shall have had a school taught 60 days during the year.

Under a law of 1878, the public schools in districts which raise a tax for their support are free to all residents between 6 and 21 years of age until the public funds have been exhausted.

Districts in which there are 1,000 or more youth of school age must sustain a high school for at least 6 months in the year; and districts with 10,000 or more inhabitants may, on the petition of at least 100 resident electors, have one or more schools taught in the German language.

To draw school money teachers must have from their county or State superintendent or the State board of education certificates of fitness to teach.

Widows who have children to educate and taxable property in the district are entitled to vote on school questions.—(School laws.)

GENERAL CONDITION.

The comparative statistical statement shows an increase for the year 1878 in every particular in which increase indicates progress, except as regards teachers' pay. In number of school population, of pupils enrolled and attending, of schools, both public and private, of teachers, of organized districts and districts making report, in length of school term, value of school property, and amount of receipts and disbursements for school purposes, there was a greater or less advance. The increase in school population is 3,230; in enrolment, 958; in average daily attendance, 7,077, showing a remarkable improvement in this last and most important point.

The superintendent very candidly admits that these statistics—in the absence of full reports from teachers respecting attendance and from county superintendents respecting finances—are not entirely trustworthy. He believes, however, from information independent of the statistical reports, that the public schools are in a healthful and prosperous condition. He visited and inspected them extensively during the two years for which his report is made, 1877 and 1878, and from personal observation was led to believe that there was a higher degree of improvement during those years than in any former biennial period. The grading in cities and in the larger towns was improved; the school buildings, apparatus, and furniture had received special attention, and the school fund was in a better condition than it was two years before.—(State report, 1877 and 1878.)

CITY SCHOOL SYSTEMS.

OFFICERS.

In Portland and Salem there are boards of directors of 3 members and city superintendents of schools.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Teachers.	Expenditure.
Portland.....	14, 000	3, 307	2, 332	1, 512	38	\$37, 457
Salem.....	6, 000	.....	643	387	11	.....

ADDITIONAL PARTICULARS.

Portland reports for the year 1878 an increase in the percentage of enrolment to school population, the proportion of tardiness being correspondingly reduced. A very large increase in the number of cases of corporal punishment is reported, though many of them are said to have been the merest semblances of punishment. By a rule of the board, this form of discipline is to be permitted only after every other available means has been tried. A new arrangement of the grades gives 4 years each in the primary and grammar and 3 or 4 in the high school, according to the studies pursued. Drawing has been a part of the curriculum for the past 3 terms, and has proved both a pleasure and a success. One lesson a week is given in the primary schools; in the other grades, two.¹—(City report, 1878.)

¹ As a matter of historical justice it ought perhaps to have been earlier stated that the school system of Portland is the pioneer of the school system of the State, and that both owe much to the early influence of Rev. George H. Atkinson, D. D., one of the first missionaries to the western coast. It was at the instance of this gentleman that a meeting was called at Portland in March, 1849, soon after the organization of the territorial government, to discuss the question whether a system of free schools should be thus early undertaken. He strongly advocated instant action, and those who have information on the subject believe that it was largely through his enthusiastic advocacy of such action that the vote stood 37 for it and only 6 against it.

In *Salem* the schools are arranged in 5 grades, each covering a year. The progress of the schools during 1878 was good, the daily attendance being over 94 per cent. and the number of cases of corporal punishment few.—(City report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

A normal department has been in operation in connection with the State university for about two years, and has already been of service to the public schools. It aims to cover the ground ordinarily occupied by State normal schools.—(State report.)

A circular for 1879 of the Oregon Normal School, Monmouth, has been received. The regular normal course is of 3 years, with an elementary course of 1 year.

TEACHERS' INSTITUTES.

The only provision made by law for the training of teachers is that which requires the holding of a teachers' institute once annually in each judicial district and once also for the State at large.

The attendance on these institutes increased during the years 1877 and 1878. The best teachers of the State were generally present and participated in the exercises. The sessions, too, were attended by members of the State board of education and the State board of examiners, as well as by ministers, lawyers, and college professors, who often took part in the proceedings. City and county institutes were also held with good results. There are no statistics of attendance given, nor any further facts regarding these institutes. Superintendent Rowland prepared a detailed account of the work, but from lack of space it was not published in his report.—(Report.)

TEACHERS' DEPARTMENT OF EDUCATIONAL JOURNAL.

Since the death of the Oregon Educational Monthly, no paper devoted to education appears to have been ventured on in the State; but in the Pacific School and Home Journal of San Francisco an Oregon department occasionally appears, affording almost the only current information respecting public school affairs.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There has been no positive and full information received as to public high schools in this State, the State superintendent merely reporting 22 schools of "advanced grade." A city report from Portland for 1877-'78 gives the number of pupils attending the high school there as 143; the average number belonging, 124; and average daily attendance, 118. The graduating class numbered 13.—(City report.)

OTHER SECONDARY SCHOOLS.

The names and statistics of private academic schools, business colleges, schools preparatory to college, and preparatory departments of colleges may be found in Tables IV, VI, VII, and IX of the appendix following, and summaries of the statistics in the corresponding tables of the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Oregon*, Eugene City, organized in 1876, has two departments, preparatory and collegiate. The latter offers 3 courses of study, classical, scientific, and normal. To enter on the studies of the scientific and normal courses, preparation is required in the English branches only; for the classical, in the Greek and Latin grammars and readers and 4 books of Caesar also.—(State report.)

The *Blue Mountain University*, La Grande, a new institution, sends a circular showing provision for 4 well ordered collegiate courses of 4 years each, as follows: Classical, Latin-scientific, Greek-scientific, and modern literature and art. The requirements for entrance are very high. Statistics are not given.

The other colleges are Corvallis, McMinnville, and Philomath, at towns of the same names, Christian College, Monmouth, Willamette University, Salem, and Pacific University and Tualatin Academy, Forest Grove. Besides classical departments, with 4 years' courses, these colleges, except McMinnville, report scientific courses of 3 to 4 years; the University of Oregon adds a normal course, and Philomath College and Pacific University special courses for women.

For the separate statistics of these institutions, see Table IX of the appendix following; for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Women are admitted to the State University and to at least 7 of the other colleges, while further opportunity for their education in the higher branches is afforded at St. Helen's Hall, a Protestant Episcopal institution for young women, at Portland.

For statistics of this school and of any others of like rank reporting for 1878, see Table VIII of the appendix, and summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural College, Corvallis, a department of Corvallis College, provides instruction in several branches of scientific study, including chemistry, engineering, and agriculture. One hundred young men and women were in attendance during 1878, and at the annual commencement the degree of B. S. was given to 3 men and 1 woman.—(Catalogue, 1877, and return, 1878.)

PROFESSIONAL.

The medical department of Willamette University is the only professional school in the State reporting. It provides a course of instruction comprising two terms of lectures which cover 4 months each. The requisites for graduation are 3 years' study of medicine, including the two lecture courses, a satisfactory thesis, and an approved examination, together with such other requirements as are usual in regular medical colleges. The graded system of instruction had not been adopted in 1878, but there was an examination to determine the educational qualifications of applicants for admission, though its scope is not indicated.—(Circular, 1877-78, and State report, 1878.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Oregon Institution for the Deaf and Dumb, Salem, sends a biennial report. It had 31 pupils, a principal, 3 teachers, and a matron in 1878; expenditures, \$5,771, or \$185.22 per capita. Regretting the absence of more suitable buildings, the officers report the results accomplished all that could be expected with the facilities at hand. (Report.)

OREGON INSTITUTE FOR THE BLIND, SALEM.

This institute reports an attendance for 1878 of 12 pupils, who were taught, besides certain handicrafts, reading, writing, spelling, geography, philosophy, botany, grammar, composition, and mathematics as far as geometry.—(Return, 1878.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

It appears from a brief paragraph in the Pacific School and Home Journal that a very successful meeting of the State Teachers' Association was held in 1878. Dr. L. L. Rowland, the retiring State superintendent, and Professor Powell, the present incumbent, took an active part.

SUNDAY SCHOOL INSTRUCTION.

A Sunday school convention held in Portland, October 8 and 9, 1878, received reports showing 180 Sunday schools in the State, with 1,136 teachers, a total enrolment of 11,286 pupils and an average attendance of 8,277.

CHIEF STATE SCHOOL OFFICER.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

[Term, September 1, 1878, to September 1, 1882.]

PENNSYLVANIA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21) in 1873.....	1, 200, 000	1, 200, 000	.....	.....
Enrolled in public schools.....	907, 412	936, 780	29, 368	.....
Average attendance in public schools.....	575, 597	603, 825	28, 228	.....
Per cent. of average attendance on enrollment.	63	64	1	.....
Pupils in private or church schools <i>a</i> ..	26, 240	33, 709	7, 469	.....
Children in no school (estimated).....	37, 979	40, 695	2, 716	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts.....	2, 145	2, 187	42	.....
Districts reporting libraries	69	323	254	.....
Public schools reported	17, 783	18, 067	284	.....
Number of these graded	6, 290	6, 432	142	.....
Number with uniform text books <i>a</i> ..	13, 171	13, 217	46	.....
Number in which the Bible is read <i>a</i> ..	12, 908	12, 756	.....	152
Number in which drawing is taught <i>a</i> ..	3, 175	3, 302	127	.....
Number in which singing is taught <i>a</i> ..	3, 986	3, 760	.....	226
Number in which higher branches are taught. <i>a</i>	2, 074	1, 956	.....	118
Separate schools for colored youth....	68	65	.....	3
Average time of public schools in days.	149	145	.....	4
Private ungraded schools	358	473	115	.....
Private academies and seminaries <i>a</i> ..	169	187	18	.....
TEACHERS AND THEIR PAY.				
Teachers in public schools, men <i>b</i>	9, 096	9, 319	223	.....
Teachers in public schools, women <i>b</i> ..	11, 556	11, 572	16	.....
Whole number, men and women <i>b</i>	20, 652	20, 891	239	.....
Average monthly pay of men <i>b</i>	\$37 38	\$35 58	.....	\$1 80
Average monthly pay of women <i>b</i>	32 30	31 32	.....	98
Teachers in private or church schools <i>a</i> ..	929	1, 241	312	.....
INCOME AND EXPENDITURE.				
Whole income for public schools <i>b</i>	\$8, 500, 000	\$8, 180, 000	.....	\$320, 000
Whole expenditure for them <i>b</i>	8, 583, 379	8, 187, 977	.....	395, 402
Expenditure, including State orphan schools and State normal schools.	8, 964, 036	8, 710, 725	.....	253, 311
PUBLIC SCHOOL PROPERTY.				
Reported valuation of school property.	\$25, 460, 762	\$24, 839, 821	.....	\$620, 941

a The statistics respecting this item do not include Philadelphia, which makes no report of it.

b From a return made by the State superintendent of public instruction.

(From reports for 1877 and 1878 of Hon. James P. Wickersham, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, appointed by the governor and confirmed by the senate, has charge of public school interests. His term of office is 4 years, and he has the aid of 2 deputy superintendents and 4 clerks appointed by himself.

A county superintendent of proven literary and scientific acquirements and of skill and experience in the art of teaching is chosen every third year by the school directors of each county, except Philadelphia, meeting in convention at the county seat the first Tuesday in May.

Each township, borough, and city of the State is a school district. No provision for district superintendents is made, except that the school directors of cities and boroughs having over 7,000 inhabitants may appoint as superintendent a suitably qualified person. The State superintendent thinks, however, that a township board may legally appoint one of its number to act as superintendent of the district, and he recommends such action when districts have sufficiently advanced to justify it.

Boards of school directors are elected by the people of each school district¹ for terms of 3 years. For ordinary districts their number is 6; for city and borough wards, 3, with possibility of changing one-third by annual election. The directors of city and borough wards, except in a few cities, together form a board of controllers for general school purposes.

OTHER FEATURES OF THE SYSTEM.

Pennsylvania has no permanent school fund; but, under the constitution of 1873, the legislature is required to appropriate annually at least \$1,000,000 for the support of public schools. This is distributed to districts in the proportion of their number of taxables, provided that each district raise an amount of school money equal to its share of the State appropriation and employ competent licensed teachers for at least 5 months in the year to teach all children of school age who desire instruction in the branches prescribed by law. The system is thus a system of State aid to people who are ready to do their own duty to their children. The branches of study prescribed are the common English ones; but higher branches may be added by school boards when circumstances call for them, and failure to provide instruction in these where a sufficient number of pupils need them may also work a forfeiture of the State allowance. Text books are selected by the school officers and teachers of each district, not to be changed oftener than once in 3 years. Separate schools for colored children may be established when there are 20 or more pupils for them. Night schools, for youth employed during the day, as well as schools of different grades, are also authorized. District libraries to aid in the improvement of pupils and county institutes and State normal schools are encouraged and provided for. But perhaps the feature of the system which has done as much as almost all the others combined to make the Pennsylvania schools efficient, is that which takes the election of school superintendents out of politics by giving the choice of them to conventions of school directors, who know what kind of men they need and have an interest in getting such men. (This feature is distinctively Pennsylvanian, though now copied in some other States.) The value of this requirement is enhanced by the fact that the superintendents chosen shall produce evidence of qualification, first in diplomas or certificates of high grade, next in a capacity for good instruction and school management shown in successful teaching within three years of the time of their election.

GENERAL CONDITION.

In most respects the State schools seem to have held their own in 1877-'78, notwithstanding unusual financial difficulties. From the depression of trade, mining, and manufactures during the year, the income for school purposes was much diminished, and the State treasury was unable to meet the warrants drawn on the annual appropriation when they were due; hence, wages of teachers had to be cut down, and instruction in the branches requiring special expenditure—such as vocal music and higher English studies—fell off to a considerable extent. But vitality was still exhibited. Forty-two new school districts were created, largely in the mountainous regions, which are now fast filling up with population; 254 more districts were supplied with libraries; 239 more teachers were employed; 284 more public schools were reported, a higher proportion of them graded; 151 were graded within the year, 680 supplied with new furniture, and 689 with additional apparatus; 46 more made their text books uniform; and of the 13,224 school-houses reported, 323 were built during the year. In the absence of an annual school census, the increase in youth of school age cannot be determined, but 29,363 more children were enrolled in public schools and 28,228 more

¹The township is the ideal rural school district, but independent districts, composed of parts of townships, are allowed.

were in average attendance. A better general quality of teaching to some extent explains this; for we find, on examination of the tables for two years, a diminished proportion of teachers with little or no experience, 175 more who had taught for upwards of 5 years, 445 more who had attended a State normal school, 74 more who had graduated at such a school, and 22 more districts in which teachers' institutes were held. But if the improvements indicated are to continue, school officers and parents must revive their zeal; for it appears that, of the 18,067 schools reported, 2,537 fewer were regularly visited by the directors than in 1877, when the number was 17,783, and that 315 fewer had evidence of the interest felt by parents in visiting the schools.

THE STATE SUPERINTENDENT'S REPORT.

A large part of Superintendent Wickersham's report for 1877-'78 is devoted to a consideration of the State school system as it exists and a justification of it as both economical and highly useful, giving, as it does, to almost a million children training in punctuality, studiousness, morality, and respect for law, with the elements of a good practical education, at a cost of only about \$8 apiece. Another part gives a sketch of the chief features of European systems and an interesting and useful comparison of these with our own.

KINDERGÄRTEN.

Of schools of this class reporting for the year, full information may be found in Table V of the appendix following, and a summary of its statistics in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

In most of the cities and boroughs of the State, school boards are composed of 3 directors for each ward, chosen by the people for terms of 3 years, one being liable to change each year. These ward directors together form what is known as a board of controllers for the whole place. Philadelphia, Pittsburgh, and Allentown have a local board in each ward and a separate central board.

STATISTICS. a

Cities and boroughs.	Estimated population.	Youth of school age.	Public schools.	Enrolment in public schools.	Average daily attendance.	Teachers.	Expenditure.
Allegheny.....	73, 000	.....	197	13, 056	8, 247	201	\$235, 686
Allentown.....	18, 000	4, 400	52	3, 278	2, 430	52	104, 468
Altoona.....	17, 000	3, 604	41	2, 382	1, 929	41	35, 664
Carbondale.....	9, 500	3, 000	20	1, 879	1, 159	20	9, 744
Chester.....	15, 000	.....	40	2, 030	1, 537	42	66, 582
Danville.....	8, 000	.....	25	1, 658	1, 124	26	9, 164
Easton.....	17, 000	.....	43	2, 316	1, 725	49	52, 291
Erie.....	26, 000	.....	84	4, 040	2, 825	84	71, 344
Harrisburg.....	28, 500	.....	81	5, 586	3, 385	100	91, 796
Lancaster.....	23, 000	.....	65	3, 426	2, 395	65	52, 233
Norristown.....	15, 000	.....	39	2, 102	1, 471	39	29, 490
Philadelphia.....	817, 448	.....	(b)	165, 765	88, 627	1, 979	1, 740, 563
Pittsburgh.....	130, 000	.....	432	22, 178	15, 057	438	536, 717
Pottsville.....	14, 500	.....	53	2, 765	1, 897	52	40, 004
Reading.....	45, 000	.....	126	6, 280	5, 148	133	94, 124
Scranton.....	45, 000	16, 000	73	9, 721	5, 909	141	70, 200
Shenandoah.....	8, 500	3, 300	20	1, 920	1, 139	20	14, 836
Titusville.....	8, 500	1, 800	27	1, 448	1, 229	36	31, 020
Wilkes-Barre.....	20, 000	.....	29	1, 705	1, 235	31	26, 898
Williamsport.....	20, 000	4, 800	64	3, 721	2, 636	64	45, 682
York.....	14, 000	2, 500	44	2, 300	1, 715	44	29, 116

a Except in respect to population (which in most cases is estimated, but in Philadelphia is from the city census of 1876) and in respect to the number of youth of school age (which is from written returns), the statistics above given are from a table in the State report.

b Philadelphia, in a separate report, gives 460 as the number of its schools, not counting separate rooms, which a return makes 2,057 in 1878.

ADDITIONAL PARTICULARS.

In all these cities and boroughs the schools are believed to be graded, though a few are not so reported. In almost all there is reported uniformity of text books, with drawing as an optional or required study, and with instruction in vocal music. Each city, too, appears to have one or more high school departments, and in almost all the great majority of the teachers have had more than 5 years' experience in school work. Separate schools for colored children are reported at Allegheny, Chester, Harrisburg, Norristown, Williamsport, and York.

Allegheny reports increased interest in the schools, shown by frequent visits of parents and by persistent efforts to have good accommodations, good instruction, and sufficient means for their support. No school-houses were built in 1877-'78, but a substantial brick building, begun the year before, was finished in time for the fall term of 1877. The primary schools are said to have had special attention devoted to their lower grades for several years, and the improvement resulting from this is reported to be now felt even in the grammar schools. Instead of seeking to impart fragmentary knowledge mainly through the memory, an effort is made to exercise the reasoning powers of pupils and lead them to understand principles, a plan which directs them, step by step, from simple to complex phases of thought, and lays the foundations for the invaluable habit of thinking consecutively.

Allentown lengthened its school term for the year to 8 months, instead of 7; placed drawing in the course for primary schools, as it had been for the secondary and grammar schools; discontinued theoretical grammar in the secondary schools, retaining only the practical; made elementary botany and zoölogy obligatory in the grammar schools, and German and bookkeeping optional; and placed earlier in the high school course some of the more important studies, that a larger portion of the pupils might reach them. A reduction in teachers' pay deprived the schools of some of their best teachers and greatly discouraged those that remained. Teachers' institutes were held every Monday evening, different grades meeting separately and taking up the studies belonging to their several grades; while classes in the English language, arithmetic, and mental philosophy were organized, making, on the whole, a fair normal course.

Altoona, with a new brick school-house and two additional school rooms, was unable to accommodate all, and had to rent a room and establish another school. A teachers' institute was held during the winter vacation, teaching in primary schools being chiefly discussed.

Carbondale reduced the wages of its teachers, although the attendance rose and the teaching force remained the same—a discouraging state of things, but deemed necessary by the school board from the condition of the laboring men who form a large proportion of the population of the city. To aid the teachers in their work, institutes were held every other Saturday, with good results.

Chester was compelled to advance the pupils in all the schools below the grammar grades, in 1877, in order to receive the numerous new pupils seeking admission; and two new primary schools having been filled at once, there was still demand for more school room. Evening schools, for both black and white, were successfully taught.

Danville made report of 2,000 sittings in 8 school buildings. Its schools were taught 140 days. The estimated value of school property was \$60,000. District institutes were held every 2 weeks, with an attendance of 26 teachers, and were productive of much good.—(Return and State report.)

Easton has its grammar, secondary, and primary schools so graded as to promote an advantageous distribution of pupils, and the course of study has been graded to harmonize with the gradation of the schools. The high school is here the great motive power in the school system. Admitting pupils on special examination, it affords incentives to application. Lafayette College, near at hand, has assigned 4 permanent scholarships to this high school, bestowing one each year on the male graduate who maintains the highest average grade of scholarship.—(State report.)

Erie reports good progress in its primary and intermediate schools, especially in writing, drawing, arithmetic, and music. The grammar grades adopted the study of German, and reported unusual progress in penmanship, drawing, and music. The high school was well attended. The examinations of all grades except the primary are conducted in writing and the papers are preserved. A comparison of the papers last received with those written seven years ago, shows that pupils in the same grades have improved in arithmetic, grammar, geography (especially map drawing), history, penmanship, compositions, definitions, and spelling. During this period, the sessions have been shortened half an hour a day, and many new studies have been added. No evening schools were organized, but the figures show a decided increase in regular attendance on the day schools. There was a school for the deaf, with 14 pupils.

Harrisburg in 1878 modified the course of study in its public schools so as to accommodate the large number of pupils obliged to leave school at an early age. Natural science, in comprehensible forms, was introduced into the three grades below the high school. Music and drawing became features of the course, and were taught in all grades. The majority of applicants for situations as teachers were graduates of the girls' high school. Pressure of hard times and difficulty in collecting taxes necessitated a reduction of the pay of teachers.

Lancaster furnishes no information beyond the figures in the table and the fact that the estimated value of school property was \$147,000.

Norristown reports a slightly increased enrolment of pupils and much better daily attendance in 1878. The general curriculum of studies and the management of schools remained unchanged. Two teachers' institutes were held monthly, one for teachers of primary grades and one for those of the higher grades. Feeling the need of a pro-

essional library, the teachers organized a Teachers' Library Association, which has already proved very useful. Drawing was successfully taught in the schools.

Philadelphia found its school accommodations in 1878 quite insufficient, although the number of schools was increased by 13, 2 being added to the grammar, 2 to the consolidated, 2 to the secondary, and 7 to the primary. The night schools were reported as of inestimable value. In the Central High School the average attendance was less than in 1877, as only one class was admitted during 1877-'78, but it was anticipated that the classes of 1879 and 1880 would more than exhaust the capacities of the building. The department of English literature, under Professor Wilson, opened in February, 1878, was reported as promising satisfactory results, as were the new chairs of chemistry and algebra, occupied by Professors Hopper and Bartine. Recognizing years ago the evil effects following an undue extension of the curriculum, a persistent and successful effort has been made in this school to narrow the range and improve the quality of the studies pursued. In the girls' normal school, at the close of the June examination, 325 pupils were admitted from the girls' grammar schools. The superintendent proposes that admission shall hereafter be based on competitive examination. The course of study was materially altered, and further changes were determined on, with a view to secure greater proficiency in the art of teaching among the graduates of the school. The average attendance in the practice school during the year was 295, while that in the normal school proper was 913.—(City report for 1878.)

Pittsburgh added two school buildings of four rooms each, and two additional brick buildings were in process of erection. Diplomas were granted to 24 graduates from the normal school.—(State report, 1878.)

Pottsville, on account of the hard times, reduced the number of high school teachers, notwithstanding the increase in pupils. A new feature of the school system was a grammar school commencement, at which diplomas were given to the members of the first class of each grammar school.—(State report, 1878.)

At *Reading* the schools are now classified as primary, secondary, grammar, and high. The graduating class of the high school numbered 35 pupils in 1878.—(State report for 1878.)

Scranton had in 1878 semi-monthly institutes, which were well attended. The schools are classified as primary, intermediate, grammar, preparatory, and high. Vocal music was taught in most of the schools.—(State report.)

Shenandoah reported the discipline and method of its schools much improved in 1878 and the course of study sufficiently comprehensive to prepare pupils for college. Promotions from grade to grade are made after satisfactory examination. Twenty-three applicants for certificates as teachers were accepted.—(State report.)

Titusville reported an increased attendance on its public schools. Music and drawing were successfully taught in the schools, the ability of the lady teachers being much commended. The graduating class of the high school consisted of 6 young men and 12 young women.—(State report, 1878.)

Wilkes-Barre had 1,600 sittings, 29 rooms in 4 buildings, and school property valued at \$125,400. The estimated enrolment in private and parochial schools was 400. School was taught 193 days.

Williamsport reports a falling off in the pupils of the lower grades of schools and a large increase in the higher grades, while the primary schools were never in so good a condition. The high school contained 124 pupils.—(City and State reports.)

York reports a year of steady progress and great regularity and punctuality in the attendance, a spirit of emulation being apparent among both teachers and pupils. Its 8 school buildings furnished 2,100 sittings. The teachers gave during the year more special attention to the elements of drawing, and lessons in moral culture were added to regular studies.

All the above accounts of city and borough schools are from reports of the superintendents and city boards in the State report for 1878, except in the cases of Danville, Lancaster, and Wilkes-Barre, which are from special returns to this Bureau, and the Philadelphia items, which are from the city report for 1878.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The reports from the 10 State normal schools show an attendance of 3,245 students in normal departments and of 904 in the model schools. The graduates of the year numbered 177, all but 3 from the elementary course, these 3 from the scientific. These schools are said to have had since their foundation 36,879 students, of whom 1,485 graduated. The estimated value of their buildings, furniture, and other property is reported at \$1,208,570. Of this amount the State has given \$520,000, besides \$208,527, to aid students in the schools preparing to become teachers. The management is in the hands of boards of 18 trustees, of whom 12 are chosen by the stockholders or contributors and 6 appointed by the State superintendent.

The course of study in these schools, as carefully revised in 1878, is given in the

State report. In both the elementary and scientific departments it embraces six general divisions—language, mathematics, natural science, history, the arts, and professional studies—under each of which divisions are embraced several minor ones. In language both courses appear nearly the same, including English in its orthography, grammar, rhetoric, composition, enunciation, and literature, with Latin through the first book of *Cæsar*; but in mathematics, natural science, professional studies, and the arts, the scientific course goes beyond the other. While the whole curriculum is good, the elementary course makes practice in teaching prominent and the scientific course the philosophy of teaching.

OTHER NORMAL TRAINING.

The Girls' Normal School of Philadelphia reported 952 in its normal department, and 453 other pupils, with 147 graduates in 1878; the Riverview Normal and Classical Institute, Pittsburgh, 79 normal students and 54 graduates; the normal department of Muhlenberg College, Allentown, had a number of students in attendance; and a like department in Newcastle College, Newcastle, had 128 students on its rolls in 1876-77, but no later statistics have been received. Waynesburg College has also a normal course, statistics of attendance on which are not given.

Several city and county superintendents, in reporting to the State superintendent, mention normal classes, schools, or institutes within their jurisdictions as successful and useful, without giving details or statistics. In one case, however, that of a summer normal school held in 1875, 1876, 1877, and 1878, at Newcastle, Lawrence County, during the vacation of the schools, the length of term is said to have been 6 weeks, and the attendance for the first year 65; for the second, 105; for the third, 130; while at the opening of the session of 1878 there were 80 enrolled.

An inquiry respecting these county normal schools has drawn from Deputy Superintendent Houk the statement that there are probably 15 or 20 such, made up in most cases of young teachers or of those preparing to teach, numbering from 20 to 75 pupils, and remaining in session from 4 weeks to 2 months after the annual school term. The most important of these schools appears to be that of Lycoming County, held during the summer vacation at Muncy, in the public school building, with 8 teachers besides the principal of the model school, and with a normal course that includes a preparatory, a junior, and a senior term, as well as a "regular" course of 4 years which begins with elementary and runs up through higher academic studies.

TEACHERS' INSTITUTES.

In accordance with law, all the counties of the State held annual institutes in 1878, the sessions lasting generally five days. The average number of actual members present at these institutes was 9,967; of honorary members, 695; of instructors and lecturers, 443. Whether the institutes which may be held twice a month in the cities and boroughs have assembled that often does not appear, although meetings of this kind are mentioned in 17 cities and boroughs out of 25. Pittsburgh, which reports no such institutes, appears from the Educational Voice to have held regular teachers' meetings for mutual improvement; regular meetings were also held in Philadelphia each quarter. In 386 districts institutes were also held.

EDUCATIONAL JOURNALS.

The Pennsylvania School Journal, published at Lancaster, was especially interesting in 1878 from its accounts of the personal observations of the editor respecting the educational exhibit at the Paris Exposition and the school systems of European states.

The Educational Voice, of Pittsburgh, continued also its work of aiding the teachers of that city and Allegheny in their efforts to improve.

At the close of 1878 arrangements were made for publishing in 1879 the Teacher's Journal at Wilkes-Barre and The Teacher in Philadelphia.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report gives no statistical information for 1877-78 concerning the high schools of the State, beyond the fact that in 1,956 schools, outside of Philadelphia, higher branches were taught, but reports from several cities indicate that this grade of school was continued with a fair attendance of pupils. In Allegheny there were 7 schools of advanced grades, and in Easton and Erie the high schools reached a standard which placed them at the threshold of the college. In Norristown a practical course was adopted in this grade of school, and the progress was said to be very good. Pottsville and Williamsport reported steady increase in numbers, and the Titusville school had just closed one of its most successful years. The Philadelphia Central High School for boys reported 462 boys at the close of the year 1878, with an average attendance of 443, and large numbers of high school rank were in the Girls' Normal School.—(State and city reports for 1878.)

OTHER SECONDARY SCHOOLS.

The tables of the State report indicate 187 academic schools outside of Philadelphia, with 1,241 teachers and 33,709 pupils; but whether any of these belonged to the 473 private schools reported is not distinctly stated. For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges reporting to this Bureau, see Tables IV, VI, VII, IX, and X of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Twenty-six colleges and universities out of 29 send reports for 1878, either through printed catalogue or written return. All but 3 of them are denominational institutions; under the influence of the Roman Catholic Church there are 5; Presbyterian, 4; Lutheran, 3; Reformed Church, 3; Methodist Episcopal, Baptist, and Friends, 2 each; United Brethren and Protestant Episcopal, 1 each. All but 4 report preparatory departments,¹ and all but 2, classical courses of 4 years.² Eighteen have, also, scientific courses and departments; 3 (Lebanon Valley, Monongahela, and Thiel Colleges) add courses for ladies; 1, a Latin-scientific, and 1 other (Swarthmore), a modern classical course; while 5 have courses in music, and 3, commercial courses. Normal training is attended to in 3, either by means of summer institutes or normal courses. Theological instruction is given, to a greater or less extent, in 9; 3 (Lafayette College, Easton; Lehigh University, South Bethlehem; and the University of Pennsylvania, Philadelphia) have courses in law, and the last named, courses also in medicine and dentistry.

The *University of Pennsylvania* recently added a department of dentistry to the 5 already in operation, so that it now presents, besides the department of arts and that of sciences, 4 professional schools, namely, of medicine, law, music, and dentistry. Women continue to be admitted to the musical department of the university and to lectures in the Towne Scientific School on modern history, general chemistry, physics, and analytical chemistry. Funds are appropriated to enable a limited number of women (not exceeding 6 in any one year) who are or desire to become teachers to receive this instruction without cost.

Lehigh University received in 1878 from its founder, Hon. Asa Packer, of Mauch Chunk, a bequest which makes the total sum of his gifts to it \$3,500,000.—(Letter from the president.)

To *Muhlenberg College*, Allentown, Mr. Packer also left a bequest of \$30,000, to be invested and the interest used for the general support of the college.

Allegheny College, Meadville, received \$10,000 to build a ladies' hall; \$5,000 of it from Marcus Hulings, esq., of Oil City, Pa., on condition that the town of Meadville should contribute an equal sum.

Lincoln University, Lower Oxford, received \$18,250 from various persons in small sums. Of this, \$1,250 was given by Mrs. C. P. Stokes, of New York City, to found a scholarship to educate a young man for missionary work in Africa.

For the names, locations, and denominational influence of reporting colleges, with their statistics, see Table IX of the appendix, and for a summary of the statistics, a corresponding table in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Young women are received in at least 6 of the above mentioned colleges on equal terms with men. There are also a number of collegiate institutions exclusively for them. For statistics of these last, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Pennsylvania State College*, Centre County, is sustained by the congressional grant of 1862, appropriated to this college in 1867. Previous to this, courses of instruction had been instituted here in agriculture, general science, and military tactics, and as thorough provision made for them as means permitted; but, with the aid of this endowment, the college has been organized as a scientific school of high order in the interests of industrial life, classical and literary studies also being included. The courses are preparatory, agricultural, classical, and scientific, the last 3 covering 4 years. Tuition is free to State students.—(Catalogue, 1876-77.)

¹ The exceptions are Lafayette, Haverford, and St. Francis Colleges and the University of Pennsylvania.

² These two are Palatine College, which is indefinite in its information as to this course, and St. Joseph's, which had not opened its collegiate department in 1878.

A majority of the colleges and universities provide general scientific courses of 4 years, leading to the degree of B. S., while some add technical courses; chief of these, the *Towne Scientific School of the University of Pennsylvania*, Philadelphia, has 6 scientific courses for undergraduates, each of 4 years, besides a graduate course of 2 years. The branches in the undergraduate courses are civil and mechanical engineering, drawing, architecture, geology, mining, analytical and applied chemistry, and mineralogy, besides a course preparatory to medical studies. The graduate course continues some of these branches, and adds metallurgy, dynamic engineering, and physics.—(Catalogue of university.)

Pardee Scientific Department of Lafayette College, Easton, besides a general scientific course, has 3 undergraduate technical courses in science, covering 4 years, and makes provision for graduate study also.

Lehigh University, South Bethlehem, has 4 scientific courses, each with provision for graduate study.

At Philadelphia there are the *Franklin Institute of Pennsylvania for the Promotion of the Mechanic Arts* and the *Wagner Free Institute of Science*. The last is an evening school, and reports an attendance for 1878 of from 500 to 1,500 students, 25 per cent. of whom were women. Both teach largely by lectures.

PROFESSIONAL.

Fifteen *theological* seminaries and departments connected with collegiate institutions which report for 1878 have courses of study covering 3 or more years. Nearly all require an examination for admission more or less strict of those who are not college graduates. *Lincoln University*, Lower Oxford (Presbyterian), and the *Theological Seminary of the Evangelical Lutheran Church*, Philadelphia, demand a collegiate or equivalent preparation; the requirements for admission to the *Moravian Theological Seminary*, Bethlehem, are about equal to the ordinary examination for admission to college; the *Theological Seminary of the Evangelical Lutheran Church*, Gettysburg, in the absence of a regular academical course, requires the applicant to "pass an examination on his preparatory attainments;" the *Theological Seminary of Franklin and Marshall College*, Lancaster (Reformed), includes in its examination the studies of the sophomore college year; *Crozer Theological Seminary*, Upland, requires only religious qualifications in applicants for admission, while others report that a literary examination is required, but do not specify its extent. The *Western Theological Seminary*, Allegheny (Presbyterian), has an examination for admission in the case of all who are not college graduates. The schools are under the charge of 8 different religious denominations, 3 being Roman Catholic; 3, Reformed; 3, Lutheran; 2, Presbyterian, and 1 each, Protestant Episcopal, Baptist, Unitarian, and Moravian.—(Catalogues and returns.) For names and statistics, see Table XI of the appendix, and summary of this in the report of the Commissioner preceding.

The schools of *law* reporting are the law departments of the *University of Pennsylvania* and of *Lafayette College*. It appears, also, that a course of law lectures was instituted in *Lehigh University* during 1878. Only one of these schools, that of the *University of Pennsylvania*, requires an examination for admission, and here only a knowledge of the usual branches of a good English education is required; the examination, however, is exacted only from those who expect to come to the bar in Philadelphia. The course of study in both schools covers 2 years.—(College catalogues and returns.) For statistics, see Table XII of the appendix, and summary of this in the report of the Commissioner preceding.

The *medical* schools reporting, all in Philadelphia, are the medical department of the *University of Pennsylvania*, *Jefferson Medical College*, the *Woman's Medical College of Pennsylvania*, and the *Hahnemann Medical College*. All are "regular" except the last, which is homœopathic. There seems to be no examination for admission required by any of these schools except the medical department of the *University of Pennsylvania* and *Woman's Medical College*, and then only in the case of beneficiaries or holders of scholarships. The medical department of the *University of Pennsylvania*, however, will impose an examination for admission on all candidates in 1880. It now requires attendance on 3 full courses of lectures previous to examination for a degree. Connected with this school is an "auxiliary department," which supplements the ordinary winter course of instruction by lectures given during the spring months on certain collateral branches of medical science. This auxiliary course is free to matriculates and graduates of the department. It is largely scientific in its character and is essentially a graduate course. It has, therefore, been decided to confer the degree of doctor of philosophy on graduates of the medical department who attend 2 full courses of lectures in the auxiliary department.—(University catalogue, 1878-'79.)

Instruction in dentistry is given at the *Pennsylvania College of Dental Surgery*, the *Philadelphia Dental College*, and the recently established department of dentistry of the *University of Pennsylvania*. The last claims to combine thorough practical instruction in mechanical and operative dentistry with such medical studies as are

considered essential to a well educated dentist. As in the others, the required course of study covers 2 years in the Philadelphia Dental College, but the faculty advise one additional year. The Philadelphia College of Pharmacy reports 363 students, a 2 years' course, no examination for admission, but one for juniors before entering the senior year.

For statistics of schools of medicine and dentistry, see Table XIII of the appendix, and summary of this in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia, reported 326 pupils in December, 1877, 378 under instruction during the year 1878, and 322 remaining at the close of the year. Of the 190 boys in the institution, 54 were learning a trade, 8 were in an experimental class in lithography, while all the inmates received a common school education.—(Report for 1878 and return.)

The *Western Pennsylvania Institution for the Deaf and Dumb*, Turtle Creek, reported an average attendance of 68 pupils during 1877-'78, being an increase of 70 per cent. over 1877. There were 84 pupils present at the close of the year, all of whom were taught the common school branches and given instruction in farming, gardening, or light housework. The principal aim of the institution is to familiarize the pupil with the correct use of written language, but a limited amount of oral instruction is given. As a large proportion of mutes never acquire a taste for reading, owing to the unsuitable character of ordinary books, the teachers adopted the plan of writing short stories for their classes, using the words most familiar to the children. The plan gave promise of valuable results.—(Report for 1877-'78.)

EDUCATION OF THE BLIND.

The *Pennsylvania Institution for the Instruction of the Blind*, Philadelphia, reported 210 inmates at the close of 1878. Of this number 191 belonged in Pennsylvania, the rest coming from other States. The branches taught were those of the best grammar schools, with vocal and instrumental music; the employments were those usually given to this class of unfortunates. A type writer was purchased during the year for the pupils, as a means of communication between the blind and those who see; it was said to be of much use. In the department of piano tuning and repairing 22 pupils received instruction.—(Report for 1878.)

EDUCATION OF THE FEEBLE-MINDED.

The *Pennsylvania Training School for Feeble-Minded Children*, Media, reported 288 inmates on September 30, 1878; school training given daily to 250, and all expected to do some housework, while mattress and shoe making, cane seating, laundry work, baking, grading roads, farming, and gardening were also taught.—(Report for 1877-'78.)

EDUCATION OF ORPHANS.

The soldiers' orphans' homes, under control of the State, report 2,526 children taken care of in 1878, over 10,000 children admitted since the establishment of these homes, and nearly 8,000 now engaged in making a living for themselves.

The *Lincoln Institution* and the *Educational Home*, in Philadelphia, reported 109 inmates under 16 years of age, 91 at the Home and 18 at the Lincoln Institution.—(Report of superintendent of soldiers' orphans' homes, 1878.)

The *Girard College for Orphans* reported 871 on the rolls at the close of 1878, a total of 2,382 educated thus far in the institution, and 983 boys indentured to suitable occupations. The regular course occupies 8 years, and although a higher standard of scholarship and conduct than usual was required during the year, 313 pupils received premiums at the annual distribution.—(Report of board of city trusts for 1878.)

ART EDUCATION.

The schools of the *Philadelphia Academy of Fine Arts* had in 1877-'78 a total of 210 pupils, 54 of them in the first antique class and 42 in the second. There were 114 pupils in the life class. The training is in drawing, painting, and modelling.

The *School of Design for Women* had 118 pupils on its rolls in 1877; no later information has been received.

The *School of Industrial Art*, attached to the Pennsylvania Museum, promised to be well attended in 1878 by young artisans and school boys. A large number of applicants had sent in specimen drawings and had been practically examined as to present proficiency, by being required to make drawings from models of vases and geometrical forms.—(New-England Journal of Education.)

TRAINING IN ORATORY.

The *National School of Elocution and Oratory*, Philadelphia, reported 167 students for 1878 and 58 graduates. The work of the institution is divided into two depart-

ments, viz, the course in elocution and the literary course. There were also graduate, evening, and summer courses. In addition to the regular 2 years' course, a series of lectures, upon a wide range of topics, was given during the year by eminent men.—(Catalogue, 1878.)

TRAINING OF NURSES.

The Training School for Nurses, connected with the Woman's Hospital in Philadelphia, reported that of the year's class of 27 there were only 13 remaining under training at the close. Since March, 1877, a 2 years' course of training has been adopted, one year to be spent in the outside practice of the hospital. So great was the demand, however, for paid nurses that little opportunity was found to send nurses to the sick poor, but whenever it was done the results were satisfactory.—(Report of training school for 1878.)

INDUSTRIAL AND REFORMATORY TRAINING.

Information was received at this Bureau from 33 orphan asylums and miscellaneous charities, with a total of 2,533 inmates in 1878. Fourteen of these institutions were in Philadelphia, the others scattered throughout the State. The children were taught the common branches and generally some industrial employments.—(Returns.)

The *Industrial Home for Girls*, Philadelphia, reported 26 inmates in 1878 and 500 since 1857. All received a fair education and were taught some industrial employment.—(Return.)

The *West Philadelphia Industrial School of the Immaculate Conception* reported 126 inmates in 1878 and 900 instructed since 1858.—(Return.)

The *Association for the Care of Colored Orphans*, Philadelphia, which is under the charge of the Friends, reported its school in successful operation during 1878, with an average of 80 children present. In August, 1878, there were 4 boys transferred to the Emlen Institution, where 18 boys of African and Indian descent were receiving literary and religious training as well as training in agricultural pursuits.—(Report and return for 1878.)

The *House of Refuge*, Philadelphia, receiving colored and white boys and girls, reported 590 inmates in 1878, colored 173, white 417. All receive instruction in the common branches and some industry. It is estimated that at least two-thirds of the children sent here are restored to society useful, honest, and industrious citizens.—(Fifty-first annual report.)

The *Pennsylvania Reform School* reported 297 inmates, September 30, 1878, and 3,559 admitted since 1854; considerable progress in the studies pursued; the shoe and tailoring shops in active operation; and 50 boys engaged in agricultural labor.—(Report for 1877-78.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association met at Reading, July 23-25, 1878, with President W. N. Aiken, of Lawrence, in the chair. The sessions were well attended, 100 members being enrolled from Reading and Berks County alone, and the programme presented some of the leading educational questions of the day. Physical culture was advocated by several prominent educators. Miss Maria L. Sanford, of Swarthmore College, read a paper on the labor question. The president of Allegheny College, Rev. Dr. Bugbee, desired that patriotism and loyalty should be among the first things inculcated in the common schools, which should be training schools of statesmen, the qualities of the statesman being just as essential to the merchant, mechanic, or day laborer as to the legislator. Mr. W. S. Schofield, of Philadelphia, presented a report from a special committee on "Coöperative adult education," and Rev. I. N. Hays, of Shippensburg, advocated the need of both moral and religious elements in education. The present system of spelling, with the proposed methods of reform, was discussed, and some time was given to illustrations of Kindergarten work. Papers were read favoring high schools and opposing compulsory education by the State; but the drift of opinion as afterwards expressed seemed to be in favor of compulsion. Hon. Hester Clymer addressed the association on the true ends of scholastic training and the importance of proper culture, urging that the chief object of the schools should be to impart thorough knowledge of those elementary things which every citizen ought to know, and to awaken the mind so that it will be able to go on unaided. The "Responsibility of the teacher," an address delivered by Hon. Daniel Ermentrout, followed, and after electing a president for the ensuing year the meeting adjourned.—(Pennsylvania School Journal, September, 1878.)

OBITUARY RECORD.

REV. JOHN VANDERVEER, D. D.

This gentleman, a graduate of Princeton, died at Easton, Pa., April 28, 1878. As early as 1823 he founded a prominent school in Easton, called the Minerva Semi-

nary. His success was such that in 1840 he was spoken of in connection with the presidency of Lafayette College, which position, however, he was unwilling to accept. In April, 1841, he was appointed rector of the academical department of Lafayette College. After closing his school in 1854 he served nine years on the Easton school board either as president or member. He was an enthusiast in the cause of education, an accurate scholar, and a thorough drillmaster.—(Lafayette College Journal, June, 1878.)

REV. WM. SMITH, D. D.

This venerable professor died at his residence in Canonsburg, July 17, 1878, aged 85 years. Born near Harrisburg, he entered Jefferson College in 1818; was made tutor there upon his graduation; became professor of ancient languages in 1821, a position which he held for a quarter of a century, when he was nominated vice president of the college and professor of Greek. During his long life as an educator he also occupied a ministerial position, having charge of the Miller's Run Presbyterian Church for 52 years and also acting as chaplain of the county home. It is estimated that more than 5,000 students were under his instruction.—(Presbyterian and Pitts-burgh Banner.)

REV. C. W. NASSAU, D. D.

This prominent educator, born in Philadelphia, April 12, 1804, graduated from the University of Pennsylvania with the highest honors when only 17 years old. In 1822 he entered the Theological Seminary at Princeton, and in 1825 was ordained and installed pastor at Norristown. Resigning in 1828, on account of failing health, he commenced in 1829 his life work, teaching, although still preaching as often as his health permitted. From May, 1836, to June, 1838, he was professor of Hebrew, Greek, and Latin at Marion College, Mo.; in 1841, professor of Latin and Greek at Lafayette College and vice president of the faculty; in 1849, president of the college, resigning in 1850 to take charge of the Young Ladies' Seminary at Lawrenceville, N. J.; in 1875 he gave up this school and removed to Trenton, where he died August 6, 1878. The degree of D. D. was conferred upon him in 1850 by Jefferson College. Dr. Nassau was especially accomplished in the languages and in theology.—(Lafayette College Journal, October, 1878.)

DR. EMELINE HORTON CLEVELAND, M. D.

Born in Ashford, Conn., September 22, 1829, Dr. Cleveland became a district school teacher in New York State at 19 years of age. In 1850 she entered Oberlin, teaching during the vacations. Graduating in August, 1853, she entered the Medical College of Pennsylvania in October, 1853. Married to Rev. G. B. Cleveland in 1854, she completed her medical studies while her husband was preaching in Steuben County, N. Y. In March, 1855, she received the degree of M. D., and then practised for one year in Steuben County, but her genius and rare ability were such that in 1856 she was invited to fill the position of demonstrator of anatomy in the college, which she accepted. From that time she was always connected with this institution, as professor of anatomy, of obstetrics, or as resident physician in the hospital, a position which she held for seven years. Even to the time of her death, December 8, 1878, she continued her round of college and hospital duties as well as her private practice.—(Memorial Hour.)

CHIEF STATE SCHOOL OFFICER.

Hon. J. P. WICKERSHAM, *State superintendent of public instruction, Harrisburg.*

[Fourth term, 1876-1880.]

RHODE ISLAND.
STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-15 inclusive) in 1875.	53,316	53,316	-----	-----
Different pupils enrolled	39,959	41,093	1,134	-----
Average number belonging	30,816	30,117	-----	699
Average daily attendance	27,562	26,644	-----	918
Per cent. of average belonging to enrolment in graded schools.	-----	73	-----	-----
Per cent. of average belonging to enrolment in ungraded schools.	-----	70	-----	-----
Per cent. of average attendance to enrolment in graded schools.	-----	65	-----	-----
Per cent. of average attendance to enrolment in ungraded schools.	-----	60	-----	-----
Enrolled in evening schools.....	3,739	4,536	797	-----
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	431	431	-----	-----
Number of public school buildings ...	442	443	1	-----
Number of graded schools.....	496	506	10	-----
Number of ungraded schools	292	295	3	-----
Whole number of public day schools..	788	801	13	-----
Number of schools visited by school committee.	-----	422	-----	-----
Number of schools visited by school trustees.	-----	210	-----	-----
Average time of schools in days	181	182	1	-----
Whole number of evening schools	28	36	8	-----
Valuation of public school property...	\$2,644,541	\$2,634,941	-----	\$9,600
TEACHERS AND THEIR PAY.				
Men teaching in public schools	212	217	5	-----
Women teaching in public schools....	892	897	5	-----
Whole number in day schools	1,104	1,114	10	-----
Whole number in evening schools	177	198	21	-----
Number of teachers trained in normal school.	-----	161	-----	-----
Number of teachers without experience	-----	63	-----	-----
Average monthly pay of men.....	\$80 69	\$75 00	-----	\$5 69
Average monthly pay of women	45 91	45 85	-----	6
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$730,422	\$709,444	-----	\$20,978
Total expenditure for them.....	725,963	679,771	-----	46,192
SCHOOL FUND.				
Available school fund.....	\$240,376	\$240,376	-----	-----

(From report for 1877-'78 of Hon. T. B. Stockwell, State commissioner of public schools. The receipts include balance on hand from preceding year and State appropriation for evening schools; the expenditures include the wages of evening school teachers and other expenses of these schools.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education of 8 members controls the public schools. The governor and lieutenant governor are ex officio members, and the general assembly elects annually 2 of the 6 remaining in such order as to give Providence County 2 members and the remaining counties 1 each. This board reports annually to the legislature.

A State commissioner of public schools, elected annually by the board as its secretary and executive officer, visits and inspects schools, and makes annual report respecting them.

School committees of 3 or more members are elected by the towns for 3 years' service, one-third of their body being elected each year. Women are eligible to these positions. Under the town system prevailing in 8 cases, the committee entirely controls the schools, choosing a superintendent when the town may have failed to elect such officer.

District trustees are elected by the districts. They number 1 or 3 persons, and, assisted by a clerk, a treasurer, and a collector chosen by the district, have charge of the schools of their respective districts.—(School manual for 1873.)

OTHER FEATURES OF THE SYSTEM.

An invested school fund is the basis of the State aid to the public schools. The sum of \$90,000, consisting of the income of this fund and such other moneys in the State treasury as may be needed to make up the amount, is required to be apportioned annually by the State commissioner among the towns, \$63,000 of it in proportion to the number of children under 15 years of age, as shown by the last preceding census, and the remaining \$27,000 in proportion to the number of school districts in each town. This State money is to be used in the payment of teachers only, the towns and districts being expected to provide any additional wages to teachers and to meet all other expenses of the schools. No town may receive any part of this State appropriation, unless it raise by tax for its own schools at least as much as its portion of the State money; districts may also raise taxes to supplement the public fund received. The town's part of the \$27,000 received from the State is apportioned equally among the districts of the town; its part of the \$63,000 is distributed one-half equally among the districts and the remaining half according to the average daily attendance on the district schools in the preceding year. To obtain employment in schools receiving State aid, teachers must produce evidence of qualification in a certificate from the town school committee, from some person appointed by it as examiner, or from the trustees of the normal school. Institutes for the improvement of the teachers, to be paid for by the State and to be under the direction of the State school commissioner, are provided for in the law, but the place and time of holding them appear to be left wholly to his discretion.

The schools are open to all children from 5 to 15 years of age residing in the towns or districts where they are held. The text books for them are recommended by the State commissioner, but the power of determining what they shall be rests with the school committees, provided that no text book is to be changed more than once in 3 years, unless with the consent of the board of education.

GENERAL CONDITION.

As in 1877, there is shown in the statistics an educational advance in various respects; but not, as then, almost all along the line. The public school enrolment advanced 1,134 beyond the enrolment for 1877, which was itself 631 above that of 1876. But from the prevalence of epidemic diseases among children, which in some localities decimated the schools and in others caused the entire suspension of them, the average belonging was 699 less than in 1877 and the average daily attendance 918 less.

There was an increase of 1 in the number of school-houses, against an increase of 12 in the preceding year, but that one, if it was the high school building at Providence, completed in 1878, cost about \$217,000, or nearly as much as the whole 12 buildings of the preceding year. The increase of public day schools reached 13 in 1878, against 31 in 1877; while the graded schools, which increased by 30 in 1877, showed an increase of only 10 in 1878. Notwithstanding the completion of the high school at Providence, the valuation of all school property is \$9,600 lower than in 1877. The average monthly pay of male teachers, which has been decreasing since 1875, in 1878 fell \$5.69 below that of 1877.

The expenditure on sites and buildings was so much less than in 1877 as largely to account for a falling off of \$46,192 in the whole expenditure for schools, and the continued depression in business during the greater part of 1878 probably accounts also for a reduction in the school income of \$20,978.

Notwithstanding these things, however, the State commissioner finds reason for en-

couragement in the improved discipline and methods of instruction in the schools, as well as in the fact that the average length of the school term, increasing of late years by about a day annually, was in 1878 nine months and two days, the longest yet secured.

EVENING SCHOOLS.

A large class of persons unable to avail themselves of other advantages have received the benefit of evening schools. Eight new evening schools were opened in 1878, making their number 36, with an enrolment of 4,536 and an average attendance of 2,112.

LEGISLATION.

The only amendment to the school laws passed by the legislature provides for an annual census of all children of school age. The census will be taken every January, at the same time as the registration of births. The object of this law is to determine how many children of school age the State has, to ascertain how many have attended schools, both public and private, and to secure the names and residences of children's parents or guardians.—(State report, 1878.)

FREE LIBRARIES.

The amount appropriated by the State during the year 1878 for the benefit of free libraries for public use was \$1,250. Libraries already established in East Greenwich, Johnston, and New Shoreham receive assistance from this appropriation, and Superintendent Cady, of Barrington, recommends the establishment of a similar one at that place. These libraries are sustained by voluntary contributions of members and others and by funds realized from lectures and other entertainments. In Bristol the new building of the Rogers Free Library has been completed with ample and elegant accommodations. It is designed to hold 10,000 volumes, and among its spacious rooms is one designed for the permanent use of the Young Men's Christian Association.—(Report of the board of education and commissioners of public schools.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The city of Providence has a committee of 6 members for each ward. Newport has 2 for each ward and 2 for the city at large, making 12 in all. Each city has a superintendent and annually changes one-third of the members of its boards.

STATISTICS. *a*

Cities and towns.	Population.	Youth of school age.	Enrolment in public schools.	Average attendance.	Teachers.	Expenditure. ^b
Newport.....	14,028	2,807	1,934	1,325	47	\$39,063
Pawtucket.....	18,460	3,853	2,988	1,825	44	40,790
Providence.....	101,000	19,177	13,821	9,490	287	343,695
Warwick.....	11,700	2,632	1,963	1,062	28	12,776
Woonsocket.....	13,576	3,236	1,925	1,147	34	25,731

a These statistics are from the report of the State commissioner; the additional particulars following, partly from the same, partly from special reports and returns.

b Expenditure includes totals for evening schools.

ADDITIONAL PARTICULARS.

Newport reports 10 school buildings and school property valued at \$208,008. The city has sustained 33 graded schools, primary, intermediate, grammar, and high, and one ungraded school for winter scholars; 7 evening schools, under 12 teachers, were taught during 8 weeks, the whole number of pupils attending being 382 and the average attendance 135. Over 40 pupils subsequently became attendants in the day schools. Besides the evening schools, there were parochial and private schools, the former enrolling 579, the latter 153, making a total of 3,048 enrolled in some school. Drawing and vocal music are taught.—(State report and report of city superintendent for 1877-'78.)

Pawtucket reports 33 graded and 4 ungraded schools; 16 school buildings, valued, with sites and apparatus, at \$169,360. An evening school taught 19 weeks employed 7 teachers, enrolled 501 pupils, and had in average attendance 128 pupils.—(State report.)

Providence reports 50 school buildings, of which one, the elegant new high school building noticed in the report for 1877, was completed in 1878. Its cost, inclusive of the land, was \$216,974. This fine building will accommodate 900 pupils. In the high school the full course occupies 4 years, and 4 or 5 may be passed in selected studies.

The entire school property of the city is valued at \$1,450,000. The day schools numbered 242, all graded, in 50 school buildings; 9 evening schools, under 120 teachers, enrolled 2,693 pupils and had 1,302 in average attendance. Eight vacation schools were taught during six weeks of the summer, securing an enrolment of 1,037 and a daily attendance of 600 to 700. Between the high school and the primary schools there are two grades, the intermediate and grammar. The prescribed course in the primary and intermediate schools is of two and a half years for each. Two grammar school buildings were completed in 1878.—(State report and report of City Superintendent D. Leach for 1877-'78.)

Warwick reports 18 graded and 10 ungraded schools in 1878, taught for an average of 8 months and 18 days. No evening schools are reported.

Woonsocket reported 24 graded and 2 ungraded schools and school property valued at \$131,500. At its annual meeting in June, 1878, the town voted that in future text books should be gratuitously supplied to the children of the public schools. In addition to the systematic teaching of singing in the higher classes, it was in 1878 taught in the primary schools as a recreation. In the high school 95 pupils were enrolled, with an average attendance of 58, and the private schools enrolled 23 scholars. The enrolment of the Catholic schools was 621 and of private schools 23, making a total enrolment in all schools for the year 1878 of 2,450, according to the separate town report; according to the figures in the State report, the private and church schools added in make 2,569.

TRAINING OF TEACHERS.

RHODE ISLAND STATE NORMAL SCHOOL, PROVIDENCE.

The year 1877-'78 was one of success to this school. Many graduates became teachers; many teachers, after long experience, entered the school and completed the course; and as the standard of qualification for graduation had been raised, a superior class of instructors was given to the State. The number of scholars for the year was 145, of whom 38 entered the first term, 27 the second, and 22 were high school graduates. The whole number of pupils of this school from 1871 to 1878 was 580; number of graduates, 201. More than 95 per cent. of the graduates are teachers. Practice in teaching is made prominent; each pupil as designated or in turn teaches a class independently of text books, by a method previously considered, the remaining pupils being scholars and critics at the same time. The regular course of study occupies 2 years; that arranged for graduates of high schools, 1 year, while an advanced course continues 3 years. Classes graduate semiannually, and many teachers attend the Saturday classes. The increasing demand for admission enables the board of trustees to exact a higher average of scholarship on admission and to establish a generally higher standard.—(State report for 1878.)

TEACHERS' INSTITUTES.

Physical disability on the part of the commissioner compelled him to abandon plans for extended work in institutes; and he therefore held only one regular institute during the year, that at Westerly, November 14 and 15, 1878. This was for the benefit of the teachers of Washington County, and special efforts were made to attract all teachers and school officials in the county. The meeting was full and satisfactory. In conjunction with Professor Greenough, he also held a day institute, by special invitation of the committee of Hopkinton, at Ashaway, August 29, for the benefit of the teachers of that town.—(State report for 1878.)

EDUCATIONAL MEETINGS.

It appears from the State report that in several towns teachers held meetings from time to time, in which in some instances committees and superintendents have participated, for the purpose of discussing matters and interchanging opinions relating to public schools. The meetings in some places were quarterly; in others, the number of them does not appear.

In Providence, a meeting of the town superintendents is held quarterly under the direction of the school commissioner.—(State report for 1878.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Several towns, besides the cities of Providence and Newport, report high schools. The Rogers High School, of Newport, maintained its previous good repute, the graduates who entered colleges and universities proving its excellence, while the young men and women who have received its advantages have been ranked among the best teachers in their communities. In Providence, the high school is established in a handsome new building, intended to accommodate 900 scholars. This school, which has been in operation 35 years, has afforded instruction to more than 5,000 pupils. The

high school at Woonsocket is reported to have enrolled 95 scholars, with an average attendance of 58. In Bristol, the high school course is much approved, and the zeal and success of its teachers are warmly commended. New Shoreham and North Kingston are establishing schools of high grade, and the high school at Warren is favorably mentioned, its course of study having been revised, in order that students not desiring to pursue the study of languages may enjoy a full English course of 5 years. A piano and library have been procured through the individual exertions of pupils and others.—(State report, 1878.)

OTHER SECONDARY SCHOOLS.

For the titles, post offices, and statistics of private academies and schools preparatory to college, of which there are some important ones within the State, see Tables VI and VII of the appendix following. For a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

As stated in the Report of the Commissioner of Education for 1877, Brown University, Providence, in addition to the regular 4 years' course of classical studies and special courses for students not entering as candidates for degrees, has 3 courses of 4 years' duration for the degree of bachelor of philosophy. Two of these include classical studies; the third omits them, substituting scientific studies. The report of President Robinson for 1878 shows the curriculum to be somewhat modified, natural history occupying a more prominent place and the natural sciences receiving much attention. The catalogue of 1878-79 presents a total of 243 students, 14 of whom are graduates. The library of the university, consisting of 50,000 volumes, has been transferred from Manning Hall to the new library building mentioned in the report of 1877.—(Catalogue and return.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Brown University having received from the State the agricultural college land grant assigned by Congress to Rhode Island, affords instruction in such branches of learning as are related to agriculture and the mechanic arts. Students adopting this course are subjected to the same conditions of admission as if entering upon any select course of study. For their term of university residence and the extent of their acquirements they receive certificates; but in case these studies should be pursued in connection with the regular classical and scientific courses and the requirements for the degrees of bachelor of arts and bachelor of philosophy be fulfilled, those degrees are conferred.—(Catalogue of university for 1878-79.)

PROFESSIONAL.

No schools for theological, legal, or medical instruction appear to have existed in Rhode Island in 1878.

SPECIAL INSTRUCTION.

SCHOOL FOR THE DEAF, PROVIDENCE.

This school was opened April 2, 1877, with 5 pupils, whose parents had petitioned the general assembly for assistance in the education of their children, desiring that they might be educated within the city of Providence, and that, if possible, they might be taught to communicate in spoken language. An appropriation was made for a school, and a resolution was passed by the assembly granting authority to the board of education to appoint certain deaf-mutes and semi-mutes, not exceeding 10 in number, as State beneficiaries. With the consent of the superintendent of public buildings for Providence, the conditional use of a school room was obtained, and Mr. Joseph W. Homer, of Boston, was invited to assume charge of the school, and later two lady assistants were provided. The school is designed to train children who are disqualified by deafness for ordinary instruction, and to educate not only those who are deaf and dumb, but those who are only deaf; an endeavor is made, in the case of the deaf and dumb, to remove the disability of dumbness, although deafness remain. The instruction is conducted on the method known as the "German," by which the pupils are taught to articulate and to understand spoken language by "lip reading," instead of communicating by the signs and the manual alphabet of the "French method." In the case of children who have become totally or partially deaf after having learned to talk, great care is taken to preserve any remaining powers of articulation and to teach them to comprehend spoken language by "lip reading." Children are taught the ordinary elementary branches of education, and their recitations are conducted in

oral or written language, while the use of the signs of manual communication is discouraged. Children who are congenital deaf-mutes—to whom the word hearing is meaningless, being mentally so constituted, however, as to be able, after some years of labor, to communicate intelligently by means of speech—are invited to enter the school and remain until their capacities have been tested, as ability and aptness are indispensable to their final qualification. The number of pupils has been doubled since the commencement of the school; the ages of the 10 pupils vary from 7 to 18. The State made a special appropriation of \$2,000 toward the support of the school.—(State report and letter from the State commissioner.)

EDUCATION OF THE BLIND.

In addition to the \$2,000 mentioned in the preceding paragraph, the sum of \$6,000 is annually appropriated for the benefit of the indigent blind, deaf, and imbecile of the State. The blind are placed in the Perkins Institution and Massachusetts School for the Blind, South Boston.—(Report of Joseph W. Homer for 1878, in State report, and letter from the State commissioner.)

ART EDUCATION.

The Rhode Island School of Design, Providence, the project of which was mentioned in the report of 1877 as "a school wherein the principles of art are to be applied to the requirements of trade and manufacture in the instruction of artisans in drawing, painting, modelling, and designing," was commenced in the autumn of 1878, Mr. Charles A. Barry, late supervisor of drawing in the public schools of Boston, being appointed head master. The school has both day and evening classes, and its courses of instruction embrace nearly all the forms of art, including embroidery. In 1879 a school of drawing for children will be opened.—(New-England Journal of Education and circular of school.)

REFORMATORY AND INDUSTRIAL TRAINING.

In the city of Providence there are several institutions for the training of homeless children maintained by voluntary charity.

The *Children's Friend Society*, non-sectarian, organized in 1835, and sustained by donations, had in its school 66 inmates, who were taught the ordinary elementary studies, the boys being kept in school until sent to farms in the country and the girls being trained in housework.

St. Mary's Orphanage, organized in 1878, is sustained by contributions, and had 10 inmates, who were taught the elementary branches and trained in plain sewing and housework.

The Shelter, under the Providence Association for the Benefit of Colored Children, was founded in 1840, and has been maintained by charity. Its inmates, numbering 26 in May, 1878, were trained in plain sewing and housework, and the majority are taught to read.—(Report and return.)

The *Providence Reform School*, which had 213 inmates at the close of 1877, reports for 1878 a total of 231 instructed in the ordinary elements of English and in several useful industries.—(Return.)

EDUCATIONAL CONVENTION.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The Rhode Island Institute of Instruction held its thirty-third annual session in Providence January 17-19, 1878. Various schools were visited by the members. The high school section, presided over by Prof. Joseph Eastman, of East Greenwich, first listened to a paper read by Prof. William Gammell, LL.D., entitled "Aids which history has received from physical science." Prof. J. W. White, of Harvard University, then spoke about "Present methods of instruction in Greek and Latin in American schools and colleges; can better results be obtained?" A peculiar feature of the lecture was "directions for reading Greek and Latin at sight," illustrated by the professor. The teachers of the grammar and primary departments met in the afternoon. An address by Mr. G. E. Church on "Early steps in language," urging careful study of English grammar and advocating the teaching of grammar by illustration, and an illustrated explanation of "Grube's method in numbers," by Miss Ida M. Gardiner, completed the first day. In the evening a large audience listened to a paper read by Rev. William M. Barber, of Yale College, on "The rights of the taught." A memorial was presented by Mr. Stockwell, from the "Rhode Island Temperance Union," petitioning the institute to adopt measures to inculcate temperance principles in the public schools. "The teacher in politics" was the subject of a paper read by Mr. J. A. Estee, which was subsequently discussed. In the afternoon Prof. W. B. Niles, of the Massachusetts Institute of Technology, read a paper

on "Physical geography in the common schools," urging the utility of map drawing, and Prof. J. D. Runkle, of the same institution, read a paper on "Manual education," which led to some discussion. Hon. J. W. Dickinson, secretary of the State board of education in Massachusetts, delivered an address on the "Principles of teaching." The members of the institute were addressed in the evening in music hall by Governor Van Zandt and several professors and high officials. On Saturday, the 19th, the report of the committee on the New-England Journal of Education was presented, and, after resolutions indorsing its work, a local editor for Rhode Island and a member of the advisory board in the interest of the State were elected. Mr. T. D. Adams, of Westerly, then delivered an address on "Culture." Prof. B. G. Hibbard, of New Britain, Conn., conducted a class of the normal school in reading exercises, and recited Tennyson's "Bugle song." After the usual resolutions and reports had been disposed of, the institute adjourned.—(New-England Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence.*

[The present commissioner of public schools has been annually reëlected by the State board of education since 1874.]

SOUTH CAROLINA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-16) in 1877.	83, 813	83, 813	.....	.....
Colored youth of school age (6-16) in 1877.	144, 315	144, 315	.....	.....
Total school population (6-16) in 1877.	228, 128	228, 128	.....	.....
Whites enrolled in public schools.	46, 444	54, 118	7, 674	.....
Colored enrolled in public schools	55, 952	62, 121	6, 169	.....
Total enrolment	102, 396	116, 239	13, 843	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.	437	437	.....	.....
Free public schools	2, 483	2, 922	439	.....
Number of school-houses	2, 084	2, 552	468	.....
New school-houses within the year	25	56	31	.....
Cost of the same	\$2, 775	\$3, 884	\$1, 109	.....
School-houses owned by districts	597	589	.....	8
Valuation of school-houses	\$294, 907	\$340, 615	\$45, 708	.....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	1, 639	1, 844	205	.....
Women teaching in public schools	1, 035	1, 273	238	.....
Whole number of teachers	2, 674	3, 117	443	.....
Number of white teachers.	1, 725	2, 091	366	.....
Number of colored teachers	949	1, 026	77	.....
Average monthly pay of men.	\$28 32	\$29 22	.....	\$0 10
Average monthly pay of women.	26 87	25 42	.....	1 45
INCOME AND EXPENDITURE.				
Total receipts for public schools.	\$189, 353	\$316, 197	\$126, 844	.....
Total expenditure for the same.	226, 021	319, 030	93, 009	.....

(From reports of Hon. J. K. Jillson and Hon. Hugh S. Thompson, State superintendents of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of education, elected every 2 years by popular vote, has general supervision of all free public schools, reporting annually concerning them to the legislature through the governor.

A State board of examiners is composed of the State superintendent and 4 persons appointed by the governor and confirmed by the senate.

A county school commissioner is elected every 2 years by the people in each county; under the State superintendent he has supervision of the public schools in his county. Charleston forms an exception, having her own superintendent.

County boards of examiners, composed of the county school commissioners and 2 other persons appointed by the State board of examiners for terms of 2 years, hold examinations in each county of candidates for teachers' certificates, giving such certificates, good for one year, to qualified applicants. These boards also advise with the county commissioners upon all doubtful matters of duty and define the limits of school districts. Each member must be competent to teach a first grade school.

A board of trustees of 3 members, appointed by the county board of examiners, serves in each school district 2 years and manages the public school interests of the district.

OTHER FEATURES OF THE SYSTEM.

As in several other southern States, South Carolina gives large powers to the State board; it adopts rules and regulations for the public schools, prescribes a standard of proficiency for teachers, determines the methods of examination in the county boards, appointing two of the three members in each of these, and by settling the course of study for the schools, with the text books to be used in prosecuting it, gives shape and character to the whole body of instruction in each free school throughout the State.

By an amendment to the constitution ratified by the legislature December 20, 1877, the support of the free schools is henceforth to be derived from a tax of not less than 2 mills on the dollar on all taxable property, levied expressly for this purpose and added to the poll tax of \$1 previously required. The amount collected in each county from these sources is to be held in the treasury of the county where it is collected, and to be reported monthly to the county school commissioner, that each county board may know what it has to depend on for the support of the county schools.

The school year and the fiscal year are both made to begin on November 1, so that by prompt collection of the taxes this information may be full and early and that no contracts may be made beyond what the funds will justify. The county boards thus have the means of determining the length of school term they can make arrangements for, and any contract which may go beyond the funds apportioned by the county commissioners to the school districts of their counties is made void by law. The apportionment is to be according to average attendance.

Teachers for the free schools must have certificates of qualification either from the State board of examiners or from that of the county in which they propose to teach. As the examinations by the county boards are now conducted in writing under the direction of the State board and on questions prepared in the office of the State superintendent, it is possible to secure greater uniformity of qualification and a higher standard than when each board had its own way of working. To draw their pay after having taught, teachers must make full sworn reports to the clerk of the board of trustees by whom they are employed, rendering these reports each month, and including a number of required particulars.

The usual English branches are to be taught in each free school, the principles of the Constitution and laws of the United States and of South Carolina, morals, and good behavior.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The State superintendent reports the public school system greatly improved in 1878 through the constitutional amendments relating to the control of schools. These amendments relate to a new method of raising school funds, to a new school law resulting in increased attendance, to the adoption of a uniform series of text books, to measures to secure teachers of improved qualifications, to arrangements for better management of the school funds, and to the appointment of a State board of examiners, to which appeal may be made from decisions of the county boards. The amendment which imposes a tax of not less than 2 mills on a dollar on all taxable county property is considered an improvement on former methods of realizing the school funds. The school year and the fiscal year both commencing on the 1st of November, the commissioners are able to estimate accurately the amount of funds to be at their disposal, thereby avoiding debt and consequent complications. The schools were open on an average in 1878 for 91 days, and the reports show an increase in the attendance of 13,843 since 1877. The total attendance of the year 1878 was the largest ever reported, excepting that of 1876. The adoption of a uniform series of text books the superintendent regards as very important. The revised statutes of South Carolina also direct the general assembly to appropriate money for the purchase of text books for the schools, to be selected by the State superintendent, but the legislature failed to make such an appropriation. The inefficiency of some commissioners, delay in the collection of taxes, the want of normal schools for both white and colored teachers, and the inadequacy of the school fund are mentioned in the report as hindrances to progress. A new method of examination of teachers, by written questions prepared in the superintendent's office, will, he thinks, secure better teachers.

LEGISLATION.

An act altering and amending the school laws of the State was approved by the governor March 22, 1878. Its provisions prove to be well adapted to the wants of the people.

AID FROM THE PEABODY FUND.

The State during the year 1877-'78 received aid from the Peabody educational fund amounting to \$3,600. With the exception of \$200 allowed to pay the expenses of a

commission to revise the school law and \$150 for a teachers' institute, this sum was distributed among schools in Sumter, Columbia, Rock Hill, Yorkville, Winnsboro, Spartanburg, and Beaufort. Four of the schools thus aided were for colored children.

KINDERGARTEN.

For statistics of the only Kindergarten reported from the State, see Table V of the appendix.

CHARLESTON CITY SCHOOL SYSTEM.

OFFICERS.

Representatives of all the city wards form a board of city commissioners, who elect a city superintendent and have authority to levy a tax for the benefit of the public schools not exceeding a mill and a half on the dollar on all taxable city property.

STATISTICS.

The population of Charleston is estimated at 54,000. The youth of school age in 1878 numbered 12,727, with an enrolment of 7,281 (both white and colored, the latter in small majority) and an average attendance of 6,844. Only about 500 of the number enrolled received instruction in the higher branches. Nine colored and 81 white teachers were employed, of whom 85 were females. The average monthly pay of male teachers was \$121.66; of female teachers, \$38.70. The schools were in session 10 months, at a cost of \$56,050.18. The repeal of the law allowing local district taxation for the benefit of public schools did not affect Charleston.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *Avery Normal Institute*, Charleston, had, in 1878, 285 pupils; 81 were in the normal course, of whom 10 graduated; instructors, 9. The regular course includes vocal music, but instrumental music is an elective.

A 4 years' normal course in *Claflin University*, Orangeburg, is designed to prepare teachers for the common schools. No statistics of attendance have been received.

The *State Normal School*, at Columbia, remained suspended in 1878.

TEACHERS' INSTITUTES.

Teachers' conventions have been held in the counties of Aiken, Barnwell, Darlington, Spartanburg, and Union. These conventions have excited great interest, and are said to have had a stimulating effect on teachers. During the year 1878 the superintendent delivered addresses before large audiences in the counties named on educational subjects.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent's report for 1878 affords no statistics concerning high schools in the State further than the statement that 3,228 children belonging to the public schools of the State have studied the higher branches. Of the number given, 531 were in the schools of the city and county of Charleston.

OTHER SECONDARY SCHOOLS.

Statistics of private academies and preparatory departments of colleges and universities may be found in Tables VI, VII, and IX of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *College of Charleston*, Charleston, reported 41 students and 6 professors; also a full collegiate course, but no preparatory. At the last commencement 5 young men received the first degree.—(Return.)

The *University of South Carolina*, Columbia, suspended on account of failure of legislative support in 1877, was not reopened in 1878, although a considerable part of the United States land grant endowment seems to have been transferred to it.

Adger College, Walhalla, first reported by its catalogue of 1878-'79, in addition to a regular 4 years' curriculum, has a partial course and a preparatory department. The South Carolina Presbytery in 1878 assumed charge and control of the college.

Claflin University, Orangeburg, reports no changes in its course of 1877, except that the normal course now covers 4 years instead of 2.

Erskine College, Due West, has a preparatory course followed by classical and scientific collegiate courses.

Furman University, Greenville, presents in its catalogue of 1877-'78 eight courses or "schools," with the addition of modern languages. Students are allowed to select any of the "schools," and no limit of time is fixed for the completion of a course of study, the time allotted depending upon the nature and extent of the course and the diligence of the student.

Newberry College, Newberry, seems to have added the scientific instruction recommended to the board of trustees in the catalogue of 1877-'78.

Wofford College, Spartanburg, has reorganized its preparatory department.

For statistics of these colleges, see Table IX of the appendix following; for a summary of them, the corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For names, location, and statistics of institutions for the superior instruction of young women, reference may be made to Table VIII of the appendix. A summary of their statistics may be found in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural College and Mechanics' Institute, a department of Claflin University, has a 4 years' agricultural and scientific course. The farm of 150 acres is mostly under cultivation, and, with a carpenter's shop, affords the colored students an opportunity to receive practical instruction. For statistics, see Table X of the appendix following.

PROFESSIONAL.

The *Theological Seminary of the General Assembly of the Presbyterian Church in the United States*, at Columbia, demands of candidates for admission proof of a regular education at some college or university, or equivalent attainments. The course covers 3 years, to which 1 year may be added. For statistics, see Table XI of the appendix.

The *Law School of the University of South Carolina*, closed with its other departments in 1877, as reported that year, had not been reopened up to December, 1878.

The *Medical College of the State of South Carolina* had 71 students and 23 graduates in 1878. The City and Roper Hospitals, used for its clinical instruction, are now under one organization and placed in thorough order.—(Catalogue for 1878-'79 and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Deaf and Dumb and the Blind, Cedar Spring, shows by its catalogue for 1878 an attendance of 46 pupils, 34 deaf and dumb and 12 blind. The State appropriation for the fiscal year was \$6,000. Besides \$8,000 asked for to continue the school, the superintendent recommends that \$1,000 be appropriated to establish a department for colored pupils.

EDUCATION OF ORPHANS.

The *Charleston Orphan House*, with 260 inmates, had a Kindergarten containing from 50 to 60 pupils. Three other kindred institutions reporting show that 303 orphans in the State were supported and instructed in 1878. All were trained in the ordinary elementary studies; in two institutions, in domestic duties also; and in one school, in printing, farming, and sewing.

The *Holy Communion Church Institute*, Charleston (Protestant Episcopal), reports 85 inmates in 1878, and an income of \$15,000. In the ten years of its existence the institute has sent 59 of its beneficiaries to college, and besides teaching 1,200 day scholars has nurtured and educated 600 orphans.—(Return.)

CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[First term, May 1, 1877, to January 1, 1879.]

TENNESSEE.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-18).....	330,935	336,817	5,882	.....
Colored youth of school age (6-18).....	111,523	112,100	577	.....
Total school population.....	442,458	448,917	6,459	.....
Whites enrolled in public schools:.....	184,600	206,810	22,210	.....
Colored enrolled in public schools.....	43,043	54,342	11,299	.....
Total enrolment.....	227,643	261,152	33,509	.....
Average daily attendance.....	142,266	172,198	29,932	.....
Per cent. of enrolment on school population.	51	58	7	.....
Per cent. of attendance on school population.	32	38	6	.....
SCHOOLS AND SCHOOL-HOUSES.				
Public schools for whites.....	3,640	4,205	565	.....
Public schools for colored.....	964	1,141	177	.....
Whole number of public schools.....	4,604	5,346	742	.....
Number of graded schools.....	196	243	47	.....
Number of consolidated schools.....	171	257	86	.....
Average time of school, in days.....	70	77	7	.....
Number of public school-houses.....	3,388	3,575	187	.....
Number of new school-houses.....	272	316	44	.....
Value of school property.....	\$1,090,814	\$1,051,398	.....	\$39,416
TEACHERS AND THEIR PAY.				
Number of teachers licensed.....	4,317	5,091	774	.....
Number of teachers employed.....	5,001	5,592	591	.....
Number of white teachers.....	4,013	4,457	444	.....
Number of colored teachers.....	988	1,135	147	.....
Average monthly pay of teachers.....	\$28 53	\$28 12	.....	\$0 41
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	\$718,423	\$904,423	\$186,005	.....
Whole expenditure for public schools.....	691,072	794,232	103,160	.....
STATE SCHOOL FUND.				
Amount of available fund.....	\$2,512,500	\$2,512,500	.....	.....
PRIVATE SCHOOLS.				
Number of private schools reported...	1,025	988	.....	37
Number of teachers in private schools.....	1,147	1,162	15	.....
Number of pupils enrolled.....	28,291	31,730	3,439	.....
Average attendance.....	17,213	22,060	4,847	.....

(From report of Hon. Leon. Trousdale, State superintendent of public schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education, composed of the governor and six other persons appointed by him, with provision for change of two of these six every 2 years, has general oversight of the interests of public schools.

A State superintendent of public schools, nominated by the governor and confirmed by the senate, holds office for two years. He is required to be of literary and scientific attainments and of skill and experience in the art of teaching.

A county superintendent is chosen for each county biennially by the county court in January of the years of odd number. He also is to be of literary and scientific attainments, and, when practicable,¹ of skill and experience in the art of teaching; but no definite standard is set for the education or experience required.

A board of 3 directors for each school district is elected by the people of the district at its organization, one to be changed or reelected every year afterwards. In cities these become boards of education of varying numbers and terms of service, but with similar provisions for adding new material.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by the proceeds of the State fund, State, county, and city taxation, the Peabody fund, &c. The directors of school districts have no longer the power to levy any tax for school purposes, but must rely on the income derived from the State and county. Directors may make contracts with the authorities of colleges, academies, seminaries, and private schools by which free instruction in elementary branches may be afforded in such schools, the fees accruing from tuition in the higher branches to be employed in paying instructors. Teachers in the public schools are examined and licensed annually. Under amendments to former laws the limits of school age are to be from 6-21 years instead of 6-18. Trustees are to pay the teachers directly, under approval of the county superintendents, instead of through the county clerk, the payment of final instalments not to be approved by the county superintendent in case teachers fail to make the return of aggregates from their registers. By a new law it will also be practicable to persons living each side of a county line, in localities from which no public schools may be accessible, to form themselves into a joint school district. District directors are moreover authorized to subdivide school districts, subject to the approval of the county court.

Elementary principles of agriculture will hereafter form a part of the curriculum of studies in the public schools of the State, these schools to be free to all persons of school age residing in the districts in which they are held. White and colored persons, however, may not be taught in the same school. A census of school children is to be taken annually in each district to afford a distinct basis for the distribution of the annual school funds.

GENERAL CONDITION.

The statistical report for 1878 shows a general advance in the public schools throughout the State. The reported enrolment exceeds that of 1877 by 23,509, the average daily attendance also increasing by 29,932; while 44 additional school-houses, 742 new schools, and 591 more teachers meet the demands of increased numbers. Seven counties having made no full reports of enrolment and average attendance and 22 counties making no report of private schools, it is thought that a full statement of enrolment and attendance would increase rather than diminish the figures given. School-houses are reported improved in many counties, and as the fund is not sufficient to enable the directors to build houses and open schools the same year, the school-houses have been in some instances built by private effort. The financial report exhibits an increase in the receipts of school money, making an aggregate larger than that of any year preceding since the establishment of the present system except the year of its inauguration.

KINDERGÄRTEN.

For at least 2 schools of this class, see Table V of the appendix following, and a summary of it in the report of the Commissioner preceding.

AID FROM THE PEABODY FUND.

The sums received from the trustees of this fund have afforded most effective assistance to various educational institutions. The Normal College received \$9,000; \$1,000 were devoted to teachers' institutes, and \$200 were employed in maintaining institutes for the benefit of colored teachers. The remaining \$4,400 were distributed in different counties in the State. Since its establishment, the Normal College has received

¹A clause which takes all the life out of the law.

from the Peabody fund \$27,800, \$3,800 being for scholarships; but unless the State shall also appropriate something for it, there is danger that it may be transferred to another region, where more encouragement is offered.

CITY SCHOOL SYSTEMS.¹

OFFICERS.

The city boards of education are different in different cities. The board of Knoxville is composed of 5 members, elected for terms of 5 years each; that of Memphis has 20 members, chosen for terms of 2 years, 10 being newly elected each year. The Nashville board consists of 9 members, chosen for 3 years' service, 3 going out each year. A city superintendent has, in each city, general control of public schools, acting under the direction of the city boards.

STATISTICS.

Cities.	Estimated population.	Youth of school age.	Enrolment in public schools.	Average attendance.	Teachers.	Expenditure.
Chattanooga.....	12,000	2,522	1,839	9,469	28	\$19,183
Knoxville.....	16,000	2,100	1,673	927	-----	12,420
Memphis.....	50,000	9,011	5,174	2,822	-----	61,314
Nashville.....	27,085	9,219	4,235	3,118	78	75,081

ADDITIONAL PARTICULARS.

Chattanooga divides her primary and grammar schools into 8 grades and the high school into three classes, junior, middle, and senior. Owing to the delay in completing two new school buildings for the first and second districts, the schools did not begin before October, 1878. Music, drawing, and penmanship are taught by the superintendent and regular teachers. Gradual improvement in the accommodations of public schools is observable.

Knoxville, where the schools are graded from primary to high, with intermediate classes between the primary and grammar grades, is reported by its superintendent to have made much progress in its schools since the last report.

Memphis, of whose public schools no report has been received beyond the statistics given, has a fully graded system. The effects of the fearful epidemic and the much lamented death of the efficient and highly respected superintendent, Col. James T. Leath, account for the absence of all detailed reports for 1878.

Nashville divides its schools into primary, intermediate, grammar, and high, the course in the first 3 covering 7 years, and that in the high school 3 years more. Drawing and vocal music enter into the course in all the grades; Latin, French, or German, into that of the high school. Pupils are not admitted under 7 years of age. The enumeration of youth of school age was less in 1878 by 316 than in 1877; but the superintendent thinks that this does not fairly represent the real number, especially as the enrolment for the year was 203 greater. The per cent. of attendance on enrolment, too, increased 0.81, while the cases of tardiness reported amounted to only one-half of 1 per cent. The schools for colored children were filled to their utmost capacity, and in the first month of the school year 200 applicants for places in them had to be turned away. Monthly normal meetings were regularly attended by the teachers of the city schools, and in addition to the regular exercises Professor E. S. Joynes, of the University of Tennessee, delivered, as in a previous year, a series of lectures on language.—(Report of Superintendent S. Y. Caldwell.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *State Normal College*, Nashville, continued in 1878, as in preceding years, largely dependent upon the Peabody fund allowance and the aid of the University of Nashville for support and accommodations, the State, for the benefit of which it was instituted, doing nothing for it.² Its excellent faculty is reported to have done good work, and a return for 1878 shows the presence of 108 normal pupils. Most of the graduates engaged in teaching. Graduates are entitled to the degree of licentiate of instruction and are authorized to teach in the common schools without further examination.

¹The schools of six of the cities of the State are sustained by their quota of the State and county taxes, together with a municipal tax levied by the corporations.

²Continued lack of support from the State is said to have led to a resolution in 1879 to remove the college to Georgia, which State, under an act of the legislature, is endeavoring to make arrangements for its accommodation.

The *Freedmen's Normal Institute*, near Maryville, established by the society of Friends, has a primary preparatory course of 1 or 2 years, a teachers' elementary course of 2 years, a teachers' advanced course of 1 year more, and a classical course of 3 years. It had 4 instructors and 54 normal pupils in 1878, besides 175 others. No graduates were reported for the year.—(Circular and return.)

Le Moyne Normal Institute, Memphis, established in 1871 with means provided by the late Dr. F. J. Le Moyne, of Washington, Pa., and since sustained by the American Missionary Association, aims to afford, first, a good practical English education, and, in connection with this, special normal training for those who propose to become teachers. For 1878 it reported 7 instructors, with 135 normal and 65 other pupils.—(Return and circular.)

Maryville Normal and Preparatory School had in 1878 primary, intermediate, and advanced courses, with opportunities for practical drill in class instruction and management under the principal. Its teachers numbered 5; its normal students, 36; other students, 79; no graduates.—(Return and circular.)

Central Tennessee College (normal department) reported 83 normal students in 1878.—(Return.)

Fisk University, Nashville, reported 164 normal students in 1878, with 95 in the model school connected with it. Of the 12 graduates during the year, 11 engaged in teaching.—(Return.)

Knoxville College, Knoxville, especially designed for the benefit of the colored race, reported 45 normal students; of these, 25 engaged in teaching before graduation. It had 6 instructors and 4 assistants in 1878, with a 4 years' course.—(Return.)

Nashville Normal and Theological Institute in 1878 had 161 students in "common English" studies and 41 in higher English, with 5 theological students.—(Return.)

The *McNairy County Normal School*, Purdy, with 4 teachers and 30 normal students, had 75 others in 1878.—(Return.)

The *Winchester Normal* has, in addition to preparatory and collegiate departments, a normal department in which is pursued the course indicated in Ogden's Outlines of Pedagogical Science. Distinct statistics are wanting. A catalogue for 1878-79 showed 8 instructors, with 222 students, exclusive of public school pupils. The number of normal students is not indicated.

Maryville College, Maryville, had a normal department under the special supervision of one of its professors, in which 25 students pursued a special course of preparation for teaching while engaged in the studies of the other courses of the college.—(Catalogue for 1877-78.)

East Tennessee Wesleyan University, Athens, in its catalogue for 1877-78, says that to aid those who may desire to teach, a normal department has been arranged in which instruction in the theory and practice of teaching will be given.

TEACHERS' INSTITUTES.

The State superintendent attributes improvement in method and elevation of standard in the public schools of the State to the effect of the teachers' conventions and institutes held during the two preceding years. Having secured the best talent and experience of the teaching profession to render the meetings instructive to the teachers and attractive to all interested in public educational enterprise, he received the approval of the audiences everywhere assembled. The superintendent acknowledges the fact that without the generous aid extended by Dr. Sears, the agent of the Peabody fund, these important meetings, of which 153 were held in 1878, could not have been conducted. The assistance thus given was \$1,000 for the institutes for whites and \$200 for those attended by the colored teachers, making, with the \$9,000 appropriated to the Normal College, \$10,200 expended by the Peabody trustees within the year for the improvement of the teaching force.

TEACHERS' DEPARTMENT OF EDUCATIONAL JOURNALS.

In the *American Journal of Education*, published at St. Louis, Mo., and in the *Eclectic Teacher*, of Louisville, Ky., are departments devoted to educational affairs in Tennessee.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The graded high school sustained by the city of Chattanooga reported 39 pupils in 1878. The high school at Nashville enrolled 137 pupils; average attendance, 115. Clarksville gives the 3 years' course of its high school as the completion of the 10 years of free tuition offered by the city. The statistics of all the high schools of the State are not given in the reports. The Collegiate Institute at Humboldt was opened as a graded high school in November, 1877, and a new graded high school was commenced at Milan in 1878. The Peabody High School at Trenton and similar schools at Sevierville, Fincastle, and Jacksboro' are mentioned as successful. There were 500 graded

and consolidated schools in the State in 1878; but the number of public school pupils in the higher classes of these is not given.

OTHER SECONDARY SCHOOLS.

For information as to business colleges and private academies, preparatory schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Tennessee and State Agricultural College*, Knoxville, formerly known as East Tennessee University, has three courses of study, classical, agricultural, and mechanical. In 1877 these became separate colleges, known as the college of agriculture, the college of engineering and mechanic arts, and the classical college, all equal in rank and governed by one body but each having its own curriculum. The medical and dental departments are at Nashville. The students in the preparatory department (which prepares for any one of the three colleges) in the autumnal term of 1878 numbered 118; in the collegiate, 126; in the medical, 77—making a total of 321; or, deducting one name included twice, 320.

Fisk University, Nashville, whose student singers have hitherto brought to it the largest portion of its funds for all improvements, the American Missionary Association aiding its current work, reports in its last catalogue the promise of \$60,000 from Mrs. D. P. Stone, of Malden, Mass.; also, of \$20,000 from the executors of Mr. R. R. Graves, of Morristown, N. J.

For the names, locations, prevailing influence, and statistics of 20 other institutions of this class, see Table IX of the appendix following; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding. It may here be said, however, that they do not seem to have essentially changed their courses and departments since the last report. About one-half of them admit both sexes. All have preparatory courses, usually of 2 or 3 years, and 6 (Beech Grove, Burritt, Greeneville and Tusculum, King, Manchester, and Mossy Creek Colleges) have a primary department below the preparatory; another (the Southwestern Baptist University) terms its preparatory school a high school; while a third (the University of the South) calls its a grammar school. In 2 (Central Tennessee and Manchester Colleges) there are academic departments, distinct in the former case from both the collegiate and the preparatory, but in the latter case serving as a preparatory school. All have substantially 4 year collegiate courses, although in a few these are divided into schools, the studies of each of which are meant to run through 3 years. Some of the collegiate courses, however, are of low grade. Instruction in modern languages is offered by almost all, several adding music, drawing, training in business forms and calculations, and special preparation for teaching, while 3 have departments of law and medicine.

SUPERIOR INSTRUCTION OF WOMEN.

For statistics of institutions devoted to the superior instruction of women, see Table VIII of the appendix, and for a summary of them, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Tennessee and State Agricultural College, formerly known as East Tennessee University, has full courses in the sciences relating to agriculture and the mechanic arts. The catalogue for 1878 reports 56 students engaged in scientific studies. For statistics of the other scientific schools reporting, see Table X of the appendix, and a summary of it in the report of the Commissioner preceding.

PROFESSIONAL.

In *theology*, the University of the South, Sewanee, offers an extended course of studies preparatory for the ministry. Its theological department was in 1878 established in St. Luke's Memorial Hall, a handsome new edifice designed for it. Vanderbilt University, Nashville, and the Southwestern Presbyterian University, Clarksville, have departments of biblical instruction. Cumberland University, Lebanon, has a course of the theological studies occupying 2 years. Central Tennessee College, Nashville, and Fisk University, Nashville, have departments of theology in 3 years' courses. These last two colleges are principally for colored students. East Tennessee Wesleyan University, Athens, offers facilities for preparatory theological training, though it had not in 1878 any department of theology.

There is a department of *law* in Vanderbilt University, with a course of study com-

pleted in 9 months. The degree of bachelor of laws was conferred upon 8 graduates in 1878. Cumberland University has a law department with a course of 10 months. By return for 1878 it reported 43 students and 28 graduates. Its law school recently occupied a new building, known as Caruthers Hall, in honor of the chief donor of the fund by which it was erected. These colleges still require no examination for admission.

Medicine was taught at the Nashville Medical College¹ in 1878. A return gives 125 students and 82 graduates. The medical department of the University of Nashville, with 110 students and 45 graduates in 1878, and that of Vanderbilt University, with 226 students and 96 graduates, have full faculties and the requirements for graduation established by the Association of Medical Colleges in 1877, but neither reports any examination for admission or any requirement of laboratory practice during the course or of a knowledge of medical botany before graduation. The Meharry Medical Department of Central Tennessee College, Nashville, reported 22 students and 7 graduates in 1878. This school was especially designed for the education of colored physicians.

The dental department of Nashville Medical College¹ reported 22 students and 7 graduates for 1878. It offers a 2 years' course of dental studies and all privileges of medical students.

From the Tennessee College of Pharmacy no information has been received for 1878.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Tennessee Deaf and Dumb School, Knoxville, reports 108 pupils in 1878, of whom 68 were males and 40 females. The average attendance was 100 during the last term. Pupils are graded with reference to their capacity and attainments, without reference to their time of instruction. Instruction in articulation is given, although not regularly. In the work rooms of the institution the boys are trained to various branches of mechanical labor, principally printing and shoemaking, although it is the aim of the institution to educate boys as farmers. The expenditures of the school for the year 1878 were \$24,560.—(Catalogue.)

EDUCATION OF THE BLIND.

The Tennessee School for the Blind, Nashville, is reported in a return for 1878 as having 52 pupils, who were instructed in all the elementary and many higher English studies and Latin. Music, including piano, violin, guitar, organ, and brass instruments, was taught. The boys were trained in the industries of mattress and broom making, chair making, and piano tuning, and the girls were taught sewing and fancy work. Its expenditures for 1878 were \$15,641.—(Return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The annual meeting of the State Teachers' Association was held at Murfreesboro', December 26 and 27, 1878. During the three sessions of each day many addresses were delivered by gentlemen prominent in the institutions and educational associations of the State on matters of educational interest. Among others were addresses or papers from W. F. Shropshire, of Obion County, on "Public schools in Tennessee;" from J. E. Bailey, of Nashville, on "Vocal music in schools;" from J. C. Redman, of the Nashville High School, on "The languages in education;" from Dr. Edward S. Joynes, of the University of Tennessee, on "The study of language;" from W. E. Howard, of the Shelbyville Normal and High School, on "Normal schools;" and from Dr. O. P. Fitzgerald, of the Nashville Christian Advocate, formerly State superintendent in California, on "The press as an educator."—(Programme and letter from State Superintendent Trousdale.)

OBITUARY RECORD.

REV. W. MACK, D. D.

Rev. William Mack, D. D., well known in Tennessee as a friend of popular education, was born at Flushing, N. Y., in 1807, graduated at Union College in 1831 and at Princeton Theological Seminary in 1834. As a clergyman of the Presbyterian Church he officiated during 24 years as pastor in Rochester, N. Y., Knoxville, Tenn., and Columbia, Tenn. For the last 20 years of his life he labored as an evangelist. In 1843, he accepted the presidency of Jackson College, Tennessee, retaining the position 6 years. In 1859 he was elected to the chair of history in Stewart College, which college

¹The Nashville Medical College and its dental department have become parts of the University of Tennessee at Knoxville, though continuing their sessions at Nashville. A college of pharmacy with both complete and partial courses has been established in Nashville.

bestowed upon him the degree of D. D. In 1869-70 he was requested by the State superintendent of education to take charge of the establishment of free schools in Maury County, and to his wisdom the success of the school system of that county is in a great degree attributed. Being compelled by failing health to seek a warmer climate, he went to Columbia, S. C., where, at the residence of his son, Rev. J. B. Mack, D. D., he died January 10, 1879, aged 62 years.

CHIEF STATE SCHOOL OFFICER.

Hon. LEON. TROUSDALE, *State superintendent of public schools, Nashville.*

[Third term, 1879-1881.]

TEXAS.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Number of counties reported	135	137	2	.....
Youth of school age (8-14) .....	.....	a194, 353	.....	.....
Whites of school age enrolled in public schools.	102, 981	111, 048	8, 067	.....
Colored enrolled in public schools	30, 587	35, 898	5, 311	.....
Whole enrolment in public schools	133, 568	146, 946	13, 378	.....
White youth (8-14) not in school	13, 807	16, 213	2, 406	.....
Colored youth (8-14) not in school....	7, 155	7, 750	595	.....
Total of non-attendants	20, 962	23, 963	3, 001	.....
Whites of school age that cannot read .....	.....	30, 521	.....	.....
Colored of school age that cannot read .....	.....	30, 602	.....	.....
Whole number of illiterates of school age.	.....	61, 123	.....	.....
SCHOOLS AND SCHOOL-HOUSES.				
Number of schools reported organized.	3, 901	4, 633	732	.....
Number of these for colored pupils....	678	905	227	.....
Average time of school, in days.	66	88	22	.....
School-houses built within the year....	159	243	84	.....
Valuation of these	\$34, 913	\$54, 267	\$19, 354	.....
TEACHERS AND THEIR PAY.				
White male teachers in public schools.	2, 439	2, 895	456	.....
White female teachers in public schools.	697	760	63	.....
Colored male teachers in public schools.	370	562	192	.....
Colored female teachers in public schools.	77	113	36	.....
Whole number reported	3, 583	4, 330	747	.....
Average monthly pay of white males..	\$43 00	\$42 00	.....	\$1 00
Average monthly pay of white females.	35 00	33 00	.....	2 00
Average monthly pay of colored males.	42 00	42 00	.....	.....
Average monthly pay of colored females.	618 00	33 00	.....	.....
INCOME AND EXPENDITURE.				
Whole income for public schools.....	\$631, 830	\$859, 484	\$227, 654	.....
Whole expenditure for them.....	501, 691	747, 534	245, 843	.....
STATE SCHOOL FUND.				
Amount of permanent fund reported..	\$3, 256, 970	\$3, 385, 571	\$128, 601	.....

a Elsewhere in the report this number appears as 168,294 and 164,294.

b The amount given in the printed report, but probably a misprint.

(From the report of the State board of education and of its secretary, Hon. O. N. Hollingsworth, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education, composed of the governor, comptroller, and secretary of state, has general charge of the interests of public schools. The board is authorized to appoint a secretary to act as its executive officer.

The county school officers are the county judge for each county and a board of 3 examiners. The county judge attends to the establishment of school communities and appoints the county board of examiners. He must also appoint 3 school trustees for each community school.—(Amended school law.)

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained by the interest of the permanent school fund and by the proceeds of sales of land heretofore set apart for that fund; by a poll tax of \$1 on each male citizen from 21 to 60 years of age, and by such amount (not to exceed one-fourth) of the general revenue as the legislature may from time to time appropriate. These funds are apportioned to each county according to the children of scholastic age in the organized school communities, and are for the education alike of white and colored children, each race to "receive its just pro rata as far as practicable." The coeducation of white and colored children in any schools aided by public funds is forbidden by the law, as also is the teaching of "sectarian religion."

Pupils within the scholastic age may attend the public schools free of tuition when they study only orthography, reading, writing, English grammar, composition, geography, and arithmetic; those not of scholastic age and apparently all studying the higher branches must pay tuition fees.

Teachers cannot make legal contracts to teach public free schools without having first been examined by the county board of school examiners and having received a certificate from the county judge. Trustees contract with teachers, fixing their pay on the basis of scholastic population, or, at their discretion, on that of actual daily attendance. Teachers holding first class certificates are allowed a maximum of \$2 per capita, holders of second grade \$1.50, and of third grade \$1, provided that not more than \$60 a month may be paid to teachers holding first class certificates, not more than \$40 to those with second grade, and \$25 to those with third. But no teacher is entitled to full pay unless the average daily attendance is at least 75 per cent. of the scholastic population; if it be less than this, but as much as 50 per cent., he is entitled to 75 per cent. of his pay. If the average daily attendance be less than 50 per cent. the school may be discontinued at the discretion of the trustees.

The law provides that when a school community has no school-house the available public school fund for one year to the credit of that community may be used for the purpose of erecting a house, provided a suitable piece of land shall be donated as a site and the members of the community shall contribute of their labor and means an amount equal to the school fund so used.—(Amended school law.)

GENERAL CONDITION.

The comparative summary of statistics shows an increase during 1878 in the number of pupils attending public schools as well as in the number not attending any school; also, in that of schools organized, of houses built, and of teachers employed; in the length of term,¹ and in the receipts and expenditures for school purposes.

Mr. Hollingsworth, secretary of the State board, says that the history of the course of popular education in the State, so far as it can be learned from official reports, while furnishing cause for congratulation, also discloses much to be deplored. Many children have received instruction in the public schools who, without this provision for free education, would have remained out of school, while, on the other hand, numbers of parents have absolutely declined to second the efforts of the State to give their children an education. Not so much was accomplished during the two years as should have been under the circumstances, and yet, as the statistics show, a gratifying advance was made in 1878 beyond 1877. He also repeats the opinion heretofore expressed, that the school law is, in the main, well adapted to the educational necessities of the people. The two features which distinguish it from similar laws in most other States, namely, the community instead of the district system² and the plan of general appropriation instead of local taxation, are favorably regarded by the people. The community plan gives parents the privilege of securing for their children the most convenient and desirable schools; and by the abandonment of local taxation the clamor against free schools, which used to be heard when the taxgatherer made his call, has been greatly allayed.—(Report of Secretary Hollingsworth for 1877 and 1878.)

AID FROM THE PEABODY FUND.

Dr. Burleson, the Texas agent of the fund, in a report covering four years' service, refers to the interest expressed by Mr. Peabody and the trustees of the fund in the furthering of education in this State. He regrets the lack of a clear statement as to what has been done in this vast territory, and then shows the results attained during

¹ The average term for 1877-'78 is given as 4 months (of 22 days each), but the county reports show that in many instances it extended only to 50, 60, and 70 days of even that year, which was better than the preceding one.

² The community system—not unknown in other States, though differently designated there—is one which allows of a voluntary association of contiguous families for the support of a school or schools and the education of their children without regard to the customary district lines.

the four years. Eight million acres of land were saved for school purposes; the leading journals and politicians of both parties declared themselves in favor of public schools in some form; of the two powerful religious denominations which have established church schools in every part of the State, one became convinced that a State system of education is needed, while the Catholics still prefer the old system. He adds that the brilliant success of the schools in Houston, Brenham, Denison, and to some extent San Antonio, has been worth \$20,000 to Texas. The secretary of the board of education, referring to the aid received from the fund, says (July 1, 1878) that the effect upon public sentiment produced by these schools is very marked and encouraging to the friends of popular education; the graded schools in Houston not only astonished but gratified both the government and its people; so many cities will in future apply for aid from this fund that \$25,000 or more would be needed to supply the calls. He then suggests that education would be advanced more by appropriating \$10,000 for a normal school than by aiding a few cities. In 1877-78 Texas received \$8,550 from the fund, divided among the cities and towns mentioned above, including \$350 to New Braunfels and \$1,500 to the State agency.—(Report of trustees of Peabody education fund for October, 1878.)

CITY SCHOOL SYSTEMS.

OFFICERS.

In cities that have assumed the control of their public schools through a vote of the majority of the taxpayers to that effect, the councils or boards of aldermen are under the law invested with exclusive power to maintain, regulate, control, and govern all the public free schools. Such cities are to receive their pro rata of the distributable State school moneys according to their scholastic population as ascertained by an annual census, and may on a two-thirds vote of the taxpayers raise by taxation a sum not to exceed one-half of 1 per cent. additional, to enable them to sustain the schools for 10 months in the year.

STATISTICS. *a*

Cities.	Estimated population.	Youth of school age.	Enrolment in public schools.	No. of public schools.	Number of teachers.	Expenditure.
Dallas	15,000	1,352	878	6	16	\$5,445
Houston	27,000	2,214	1,846	14	31	13,478
San Antonio	22,000	1,511	934	9	17	20,747

a The statistics of Dallas and San Antonio, except for population, are from the tables in the State report; those of Houston are from a written return. The numbers given for schools appear to refer to school buildings.

ADDITIONAL PARTICULARS.

Brenham, not large enough for admission to the table, deserves mention as the only town in the State that has thus far made a full printed report of its schools. The report shows regularly graded schools, classed as primary, grammar, and high, each having 3 grades, requiring as many years, making a 9 years' course. The principal of the high school has the supervision of all the schools, which appear to be well attended and skilfully arranged, with an excellent course of study.—(Third annual report by Superintendent W. C. Rote.)

Dallas gives no other information respecting its schools than the figures in the table from the State report.

Houston, in a written return, makes the whole enrolment for 1878 in its public schools 229 more than that given in the State report, with an average attendance of 1,420 (the only place besides Brenham reporting this item); while in private and church schools there was an estimated attendance of 425. The schools were classed as primary, grammar, and high, the last apparently serving somewhat the purposes of a normal school for the city system. The city schools received \$2,000 from the Peabody fund.

From other cities of the State there are only fragmentary statistics and an almost entire absence of specific information as to the general condition of the schools.

TRAINING OF TEACHERS.

NORMAL DEPARTMENTS AND TEACHERS' INSTITUTES.

No provision was made by the State in 1878 for the instruction of teachers, either by means of normal schools or institutes;¹ and the only opportunities for their training

¹ Steps were, however, taken in that year towards securing State authority for the establishment of institutions meant to aid in preparing teachers for work in the State schools, and it is hoped that the report for 1879 may contain information of the opening of such institutions.

appear to have been in the departments of Mansfield Male and Female College and in the Tillotson Normal Institute, at Austin, which is under the care of the American Missionary Association. From the annual report of this association it appears that there were 146 students attending Tillotson Institute during 1878 under 2 teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No estimate can be given as to the number of public schools making provision for instruction in the higher branches, but it would appear that such facilities are offered in most of the larger and in some of the smaller cities. Houston reports an enrolment of 99 in the high school there; Brenham, of 48; Denison, through the Eclectic Teacher, reports a high school class of 10 connected with her system of graded schools. The high school at Brenham provides two courses of study, a classical and a scientific, each covering 3 years.

OTHER SECONDARY SCHOOLS.

For the names, location, and statistics of business colleges, private academies, preparatory schools and departments, where such have reported, see Tables IV, VI, and VII of the appendix, and for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The collegiate institutions reporting for 1878 are Baylor, Southwestern, Trinity, and Waco Universities, Austin, Mansfield, Marvin, and Salado Colleges, and the Texas Military Institute. Intelligence from an authoritative source informs us that St. Mary's University, Galveston, closed for several years, has been reopened, and that statistics of attendance and arrangement of course will be forthcoming for 1879-'80.

For the reported statistics of the others, see Table IX of the appendix following, and for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In 5 of the above mentioned colleges and universities young women are admitted on equal terms with men. There are also in the State a number of institutions for higher instruction devoted exclusively to young women. For statistics of these, see Table VIII of the appendix, and summary of the same in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural and Mechanical College, College Station, Brazos County, established in 1876, is the only institution for scientific instruction in the State that has been fully organized. It would appear that advanced work has not yet been fairly commenced here, owing to a lack of preparation on the part of pupils. Four general courses of study have been arranged, including (1) agriculture, (2) mechanics and engineering, (3) languages and literature, and (4) military tactics. These are divided into 8 departments, each under a professor.—(Catalogue, 1877-'78.)

Information is at hand to the effect that arrangements have been begun to establish an agricultural and mechanical college for colored people near Hempstead. According to a statement of Dr. Rufus C. Burleson, of Waco, the State has purchased a farm of 2,000 acres for the purpose.

PROFESSIONAL.

The *Theological Department of Baylor University*, Independence (Baptist), which has a 2 years' course of study and reports an attendance of 12 students in 1877-'78, is the only school of theology reporting. It does not appear that any examination is required for admission.

The *Law Department of Trinity University* has graduated 22 students during the 4 years of its existence. Besides a comprehensive course in the common law, instruction is also given in the civil law of Spain and Mexico. No specific literary preparation is required for admission.—(University catalogue, 1877-'78.)

The *Law Department of Baylor University* has been suspended.

The *Texas Medical College and Hospital*, Galveston, presents an annual course of lectures covering 4 months and said to embrace all the essential branches of medical science. To graduate, the student must have attended 2 full courses of lectures and must have studied medicine 3 years, inclusive of attendance on lectures, under some

regular practitioner. He must also have dissected during 2 courses and have passed a satisfactory examination. Facilities are offered for the study of disease at the bedside and for dissection.—(Circular.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

In the Texas Institution for the Deaf and Dumb, Austin, the State provides for this class, free of charge, equal advantages to those offered the blind. The age of admission to the institution is between 10 and 20 years. Pupils are instructed in the common school branches, in farm work, shoemaking, and the work of a printing office; also, in domestic labor and sewing. Two hours every day are regularly devoted to manual labor.—(Report of institution, 1878.)

EDUCATION OF THE BLIND.

The Texas Institution of Learning for the Blind, Austin, not an asylum, although sometimes so called, is for the education of blind persons of sound mind and good health under 24 years of age. The State provides board, schooling, washing, and medical attendance for pupils in this school, the only expense to parents being for clothing and travelling. In addition to the usual literary branches, including music, pupils are taught broom, pillow, and mattress making, the caning of chairs, sewing, fancy work, &c.—(Report, 1878.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The great territorial extent of Texas, the scantiness of facilities for travel, and the very small pay of many teachers where the average annual session of the schools has been only from 3 to 4 months have hindered thus far the formation of a State teachers' association. One is said, however, to have been formed with a view to a meeting in 1879.

CHIEF STATE SCHOOL OFFICER.

Hon. O. N. HOLLINGSWORTH *secretary of State board of education and its executive officer, Austin.*

VERMONT.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 5 to 20 years of age.....	92,425	92,831	406	-----
Youth 5 to 20 in common schools	69,708	71,366	1,658	-----
Youth of any age in common schools..	73,353	73,081	-----	272
Average daily attendance	45,318	48,638	3,320	-----
Youth 5 to 20 in other than common schools.	6,183	4,796	-----	1,387
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts.....	2,373	-----	-----	-----
Fractional districts	397	-----	-----	-----
Towns using the town system	7	-----	-----	-----
Common schools.....	2,545	-----	-----	-----
Average time of school, in days.....	122	124	2	-----
TEACHERS AND THEIR PAY.				
Men teaching.....	720	-----	-----	-----
Women teaching	3,606	-----	-----	-----
Whole number of teachers	4,326	-----	-----	-----
Average weekly pay of men <i>a</i>	\$8 63	\$7 61	-----	\$1 02
Average weekly pay of women <i>a</i>	5 39	5 00	-----	39
RECEIPTS AND DISBURSEMENTS.				
Total receipts for public schools.....	\$548,253	\$516,893	-----	\$31,360
Total expenditure for public schools..	537,153	511,101	-----	26,052
SCHOOL FUND.				
Amount of available school fund	\$669,087	-----	-----	-----

a Including board.

(Biennial report for 1877 and 1878 of Hon. Edward Conant, State superintendent of education, and returns for the same years.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of education, elected by the joint assembly at each biennial session of the legislature, has general charge of public school interests.

For each county there is an examining board chosen at the annual meeting of town superintendents, whose duty it is to examine teachers and grant certificates.

For the town there is a superintendent of common schools; also a board of school directors, comprising either 3 or 6 members, elected by the people.

For the school district there are elected annually a moderator, a clerk, a collector of taxes, a treasurer, one or three auditors, and a prudential committee of three persons, one to be elected each year and to hold office for three years.

OTHER FEATURES OF THE SYSTEM.

Schools are sustained by a tax on the grand list of the districts, by the income of town school funds, and by interest on the United States deposit funds. One-half the amount from the two first mentioned sources is divided among the school districts without regard to the number of children of school age therein, the other half in proportion to the aggregate attendance on public schools in each district. An amendment to the law in 1876 provides that when the amount shall be \$1,200 or more, only a

third of it shall be divided among the districts without regard to the number of pupils, the remaining two-thirds being apportioned on the basis of attendance. The interest on the United States deposit fund is apportioned to the several towns, organized and unorganized, and to the gores of land in proportion to the number of inhabitants in each, according to the United States census of 1860.

Teachers of district schools are required to obtain certificates of qualification, but principals of graded and union schools are not.

The law requires every child of good health and sound mind, between 8 and 14 years of age, to attend public school at least 3 months in the year unless the education of such child has been otherwise adequately provided for. The employment in factories of children who have not received this amount of instruction is forbidden; and a fine of not less than \$10 nor more than \$20 is imposed on parents or guardians who permit a violation of this law, as well as on employers of children who disobey its provisions.—(School law, 1875, and Laws of Vermont, 1876.)

GENERAL CONDITION.

The statistics show a small increase in the number of youth of school age, a much larger one in the attendance of such youth on public schools, and a very encouraging advance in the average daily attendance, with a slight addition to the average length of school term. There was, on the other hand, a slight decrease in the total number of all ages attending common schools, with a much greater decrease in those attending other than common schools; also a decrease in the pay of teachers and in receipts and expenditures for school purposes. The superintendent says that the figures indicate that the common school is growing in power to hold the pupils who once enter it; that the length of the school term is slowly increasing, and, further, that reliance is coming to be placed more on public schools in the education of children.

The expenditures for school purposes in 1877-78 fell \$26,000 below those of the previous year; but it is believed that the schools, far from having diminished in value, "increased in teaching power and governing force," and that the reduction in wages of teachers did not more than keep pace with the greater purchasing power of money. It is, however, acknowledged that the essential weakness of the public school system in Vermont is the insufficiency of teachers' pay; that many of the best teachers leave their schools as soon as they become qualified to do really good work; and that what is most necessary to the permanent elevation of the schools is the employment of many more teachers, who shall be worth all they cost at a higher rate of wages, for longer terms.—(Report, 1878.)

AMENDMENTS TO THE LAW RECOMMENDED.

Superintendent Conant repeats his recommendation as to the desirability of a State school tax, to be paid into the State treasury and from it distributed to the towns. The statistical tables he gives for 1877 show a continuance of the unequal taxation mentioned in previous reports, and also that there is no just ratio between the money paid and the quantity or quality of teaching secured, but that in a majority of cases the higher taxes are paid for the shorter and poorer schools.

The superintendent recommends further changes in the school law, as follows: that town committees to select and recommend school text books be provided for, with a view to the introduction of a uniform series; that towns which decide to do so be authorized to purchase text books; that a portion of the proposed State school tax be set apart to support high schools; that the superintendent in his judgment be permitted to substitute educational meetings of a day and evening for teachers' institutes; that teachers attending an institute held during term time in the county in which they are teaching be allowed to draw full pay for the time spent at the institute; that the time of continuance of the normal schools be extended for not less than 20 years, and that further direct appropriations be made to them.—(State report, 1878.)

CITY SCHOOL SYSTEMS.

OFFICERS.

In Burlington there is a board of school commissioners, composed of one member from each ward, with the city superintendent of schools as president; in Rutland, a board of trustees of 9 members, the president of which is ex officio superintendent of schools.—(Report, 1878.)

STATISTICS.

City and town.	Estimated population.	Youth of school age.	Enrolment in public schools.	Average attendance.	Teachers.	Expenditure.
Burlington.....	18,000	(a)	61,580	917	33	\$21,059
Rutland	10,000	61,800	1,080	510	17	9,566

a Census not taken in 1878.

b Includes duplicate enrolment.

c Estimated.

ADDITIONAL PARTICULARS.

The schools of *Burlington* are classed as high, grammar, intermediate, primary, and mixed or ungraded, the latter including both day and evening schools. The work of the schools is said to be well done. The statistics for 1878 show a considerable increase in the average daily attendance. The teachers have been selected with care, and as a rule are continued as long as they prove efficient; half of them have been in their places 4 years or more. The high school had an enrolment of 96 in the fall term and graduated a class of 23.—(*Burlington report*, 1878.)

The *Rutland* system comprises primary, secondary, intermediate, grammar, and high schools. In the last the course of study covers 3 years, and includes Latin and Greek. Connected with the school is a well selected library of 1,000 volumes, which is open to the general public, as well as to all the pupils in the public schools.—(*Catalogue of Rutland schools*, 1878.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

During the two years covered by the State report, there were 173 pupils graduated by the three State normal schools, 136 from the first course and 37 from the second. The work done by the schools was useful and such as to encourage the expectation of more and better in the future, provided they be properly supported. The great needs of these institutions are more funds and the adoption of a settled policy in regard to them. They were first established for 5 years; then the time was extended 3 and again 5 years longer, a time which reaches to 1880, when some further action in regard to them must be taken.

The question of uniting all the funds in the support of one of the schools has been widely agitated; but educators are not yet united either for or against this plan. The views of town superintendents, as ascertained from replies to inquiries addressed them, are about evenly divided, standing 371 in favor of having only one school and 380 for more than one. The superintendent's own opinion is not given, but he affords space for full expression of that of another who is decidedly in favor of having one large strong school, ably taught, rather than three weak ones.

A law of 1876 allows each town in the State one free scholarship in each of the three schools, the candidates to be recommended by the town superintendents. Normal school officers may draw upon the State treasurer for \$24 a year for each scholarship thus filled. Under this provision, 733 such scholarships have been granted, and the measure, as far as reported, has worked well. At Johnson it has resulted in giving the school a wider patronage, as well as in securing, through the coöperation of the town superintendents, a better class of scholars.

The school at *Castleton* during the two years covered by the report has been strictly a normal school, the preparatory department having been discontinued. The result has been a growth in strength and influence. There was an attendance here in 1877-'78 of 70 pupils, 15 of whom were graduated from the first course and 6 from the second.

At *Johnson*, the courses of study were enlarged by the addition of botany to the first and general history to the second. The total attendance for the four quarters of 1877-'78 was 304, the average of each quarter, 76, and 19 pupils were graduated from the first course and 2 from the second.

At the *Randolph* school political economy was added to the first course, moral philosophy was made obligatory in the second, and general history added to the list of optional studies. There was in 1877-'78 an aggregate attendance here of 620 pupils, making an average of 155 for each quarter, of whom 46 were in preparatory studies and 49 in primary. Sixteen students graduated from the first course and 4 from the second.—(*State report*, 1877-'78.)

TRAINING DEPARTMENT.

Under the provisions of a law passed in 1876 by the general assembly of the State, permitting the establishment of training departments in graded schools, a department for the training of teachers was organized in 1877 in connection with the Bennington graded school, from which a class of 7 young women was graduated in June, 1878, receiving licenses to teach in the common schools of the State for five years.—(*State report*.)

TEACHERS' INSTITUTES.

Institutes were held in 14 counties during the year 1877-'78, the aggregate number of teachers present being 819. As the object of the institutes is not only to instruct and inspire the teachers, but also to awaken an educational interest among the people, they have been held not always in large towns or towns situated on railroads, but where it was thought they would most advance educational interests.

A number of teachers' meetings lasting a day and evening were also held and were generally well attended, the number present at some of them being large and the interest taken very great. Town superintendents and the people of the towns made most of the preparation for them and did most of the work. The State superintendent believes that the substitution of such meetings for teachers' institutes in some of the counties would be sometimes beneficial, and, as already mentioned, recommends that authority be given him to use the institute money for the expenses of such meetings when he shall judge that course to be most useful to the people of a county.—(Report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public high schools in operation is not given in the superintendent's report. A list of graded schools as well as of academies for 1876-'77 is presented, but the returns from such schools for the year 1878 had not been received in time to be incorporated in the report.¹

OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, and preparatory department of a college, see Tables VI, VII, and IX of the appendix following, and summaries of these in the report of the Commissioner preceding.²

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont and State Agricultural College*, Burlington, provides departments of instruction in arts, applied science, and medicine. In the department of arts, which has 8 professors, the studies pursued are divided into 5 sections: (1) rhetoric and English literature; (2) languages, including Latin, Greek, French, and German; (3) mathematics; (4) natural science; and (5) political, moral, and intellectual philosophy. The last includes a course in the fine arts, for which facilities are afforded by well selected works on art in the library and by the choice collection of casts, models, &c., in the Park Gallery of Art. Both sexes are admitted.

The other collegiate institutions reporting are *Norwich University*, Northfield (Protestant Episcopal), and *Middlebury College*, Middlebury (Congregational). The former appears to have no distinctively classical course and to provide no professional schools, but seems to be purely a military and scientific institution of high grade. The degrees conferred are bachelor of science, master of science, and civil engineer.—(Catalogues.)

For statistics, see Table IX of the appendix, and summary of this in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Young women are admitted to the State university on equal terms with men. Further opportunities for instruction in higher branches are afforded by the Vermont Methodist Seminary and Female College, at Montpelier, which is authorized by law to confer collegiate degrees. The collegiate course extends over 4 years and embraces, besides classical studies, French and German. Music, painting, and drawing are also taught. For statistics, see Table VIII of the appendix, and summary of this in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Opportunities for scientific study are provided in the University of Vermont, which includes the State Agricultural College, and in Norwich University.

The *Department of Applied Science of the University of Vermont* embraces 4 courses of study: (1) in agriculture and related branches, (2) in theoretical and applied chemistry, (3) in civil engineering, and (4) in metallurgy and mining engineering. In addition to these, a literary-scientific course has been arranged, which coincides substantially with the regular academic course, save that Greek is omitted and its place supplied by scientific studies. There has been also a special winter course on agricultural subjects provided for the benefit of young men who cannot leave the farm during the summer. It was proposed in 1878 to hold a series of farmers' institutes in the different counties of the State, at which the various departments of agricultural

¹In 1877 there were 137 pupils in the course preparatory to college, and 20 graduates from that course, with 46 graduates from other courses. The precise number of high school pupils is not stated.

²Twenty incorporated academies in 1876-'77 reported to the State superintendent 109 teachers, with 2,355 pupils; of these, 329 were in a college preparatory course, from which 60 graduated.

science should be represented, and later information shows that some efficient work was done in this direction.—(University catalogue.)

In *Norwich University*, Northfield (Protestant Episcopal), the course of instruction embraces the usual studies of a good scientific education, while the charter requires civil engineering and military science to be distinguishing features. There is a collegiate course of 4 years, and also a preparatory and business one of 3.—(Circular of university.)

PROFESSIONAL.

The medical department of the University of Vermont provides a course of instruction embracing lectures on the seven principal branches of medical science. Candidates for graduation must have studied medicine 3 years under a regular practitioner, must have attended 2 courses of lectures, one of them here, and must pass an examination before the medical faculty, and a board of examiners appointed by the State Medical Society. There are no literary requisites for admission.—(University catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The State has no institutions for the instruction of these classes, but makes provision for them at institutions in other States. Twenty-three such appear in the American Asylum for Deaf-Mutes, at Hartford, Conn., 3 in the Clarke Institution for Deaf-Mutes, at Northampton, Mass., and some, it is not said how many, at the Perkins Institution for the Blind, at Boston. What proportion of these are State pupils does not appear.

REFORMATORY TRAINING.

The Vermont Reform School, Vergennes, opened in 1866, has since that date had 567 boys and girls under training. They are committed by parents and guardians or by the courts, no children under 16 being received. In 1877-'78, there were 173 children under training here, 150 boys and 23 girls. Reading, writing, spelling, geography, arithmetic, history, and geometry were taught, besides a number of employments, including housework, sewing, seating chairs, shoemaking, and farming. Six hours each day are devoted by the children to labor and 4 to study. The institution is supported by the State treasury, aided by the earnings of the boys. The earnings in 1877-'78 amounted to \$3,625.63, a large increase over the amount earned in 1876-'77.—(Vermont State officer's report, 1877-'78.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-eighth annual meeting of the State Teachers' Association, held at Barre, August 13, 14, and 15, was fully attended. Many prominent teachers of the State were present, as well as others from abroad, including Rev. Dr. McCosh, of Princeton. The first address, by Rev. M. H. Buckham, president of the University of Vermont and president also of the association, was on "The office and qualifications of the teacher." Among other subjects discussed were "Text books versus object teaching," "The teacher's work," "The moral and religious training of the young," and "The legislation needed for our schools," the last being by Hon. Edward Conant, State superintendent of education. Dr. McCosh delivered an interesting address in which he compared the American system of schools with various European systems. Other papers of interest were presented, and there were discussions of various subjects. All things considered, the meeting, it is stated, was one of the most successful, useful, and interesting ever held by the association.—(New-England Journal of Education, August 29, 1878.)

CHIEF STATE SCHOOL OFFICER.

Hon. EDWARD CONANT, *State superintendent of education, Randolph.*

[Third term, 1878-1880.]

VIRGINIA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth 5 to 21	<i>a</i> 280, 149	<i>a</i> 280, 149	.....	.....
Colored youth 5 to 21	<i>a</i> 202, 640	<i>a</i> 202, 640	.....	.....
Whole number of school age	<i>a</i> 482, 789	<i>a</i> 482, 789	.....	.....
Whites in public schools	139, 931	140, 472	541	.....
Colored in public schools	65, 043	61, 772	.....	3, 271
Whole reported enrolment	204, 974	202, 244	.....	2, 730
White pupils over the school age	432	325	.....	106
Colored pupils over the school age	228	209	.....	19
Whites in average daily attendance	82, 029	82, 164	135	.....
Colored in average daily attendance	35, 814	34, 300	.....	1, 514
Whole average daily attendance	117, 843	116, 464	.....	1, 379
Per cent. of school population enrolled	42. 5	41. 8	.....	. 7
Per cent. in average daily attendance	24. 4	24. 1	.....	. 3
Per cent. of white attendance on average enrolment	75. 2	74. 08	.....	. 4
Percent. of colored attendance on average enrolment	75. 5	75. 04	.....	. 1
SCHOOLS AND SCHOOL-HOUSES.				
Schools for white pupils	3, 442	3, 399	.....	43
Schools for colored pupils	1, 230	1, 146	.....	84
Whole number of public schools <i>b</i>	4, 672	4, 545	.....	127
Number of them graded	164	177	13	.....
Average time of school, in days	112. 4	106. 6	.....	5. 8
School-houses used .....	.....	4, 144	.....	.....
Number owned by districts .....	.....	1, 977	.....	.....
Number built in the year .....	.....	250	.....	.....
Valuation of all school property	\$969, 317	\$1, 012, 503	\$43, 186	.....
TEACHERS AND THEIR PAY.				
White teachers in public schools	4, 069	3, 930	.....	139
Colored teachers in public schools	671	673	2	.....
Whole number employed	4, 740	4, 603	.....	137
Number of men teaching	2, 967	2, 853	.....	114
Number of women teaching	1, 773	1, 750	.....	23
Average monthly pay of men	\$33 10	\$32 19	.....	\$0 91
Average monthly pay of women	27 37	27 14	.....	23
INCOME AND EXPENDITURE.				
Whole income for public schools	\$1, 102, 113	<i>c</i> \$938, 381	.....	\$163, 732
Whole expenditure for them	1, 050, 347	963 895	.....	86, 452
STATE SCHOOL FUND.				
Amount of permanent fund	\$1, 430, 645	\$1, 430, 645	.....	.....

a School census of 1875.*b* Each grade of one teacher in a graded school is counted as a school.*c* Including balance on hand at beginning of the year.

(From reports of Hon. W. H. Ruffner, State superintendent of public instruction, for the two years indicated, except the figures for receipts, expenditures, and school fund, which are from written returns.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State officers are a board of education and a superintendent of public instruction, the latter elected by joint vote of the general assembly every 4 years. The board is composed of the governor, the superintendent of public instruction, and the attorney general.

For counties there are superintendents of schools appointed by the State board, with school boards composed of county superintendents and district school trustees; also, "school trustee electoral boards," composed of the county school superintendent, the county judge, and the attorney for the Commonwealth in each county.

District school trustees, 3 members in each district, are appointed by the school trustee electoral boards for terms of 3 years, with provision for yearly change of one member.—(School laws.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by State, county, and district funds. State funds comprise the annual interest on the literary fund, a capitation tax not to exceed \$1 a year on male citizens 21 years of age, and such tax on property as the general assembly shall order to be levied, but not less than one mill nor more than five mills on the dollar. County funds embrace such tax as shall be levied by the board of supervisors and all fines, penalties, and donations, or the income arising therefrom. District funds are obtained from taxes levied by the board of supervisors of the county for the purposes of the district, and from fines, penalties, and donations. County and district taxes are limited to ten cents on the \$100 of taxable property. School funds are apportioned on the basis of the number of youth between 5 and 21 years of age.

To receive public funds, schools must be kept in operation 5 months during the year. They are free to residents between 5 and 21 years of age; but white and colored children must not be taught in the same school. Until July 1, 1880, persons between 21 and 25 years old may be taught in the public free schools on the payment of a fixed tuition fee. The branches to be taught are orthography, reading, writing, arithmetic, grammar, and geography; and no others may be introduced except as allowed by special regulations of the board of education. Instruction in the higher branches may be permitted at the will of county and district boards; but in such cases pupils must pay tuition fees.

Teachers cannot receive pay from public funds unless they hold certificates of qualification in full force given by county or city superintendents. Teachers' certificates are good for one year, teachers' professional certificates for two years. The difference in these grades is not based on any difference in the subjects taught, but on different degrees of ability, experience, attainment, and success.—(School laws.)

GENERAL CONDITION.

There was a large decrease in receipts and expenditures for school purposes in 1877-78 and a corresponding diminution in enrolment, average attendance, number of teachers employed and of schools sustained. The superintendent nevertheless reports an increasing interest in education among the white people of the State. This is shown by the fact that although 43 of their schools had to be closed there was a gain of 541 pupils attending. The colored lost 84 schools and 3,271 pupils.

A summary of reports from county and city superintendents shows the following facts as to the condition of education throughout the State. In 46 counties and cities there is reported a gain in public school sentiment; in 44, no change in this respect since the previous year, while 19 reported unfavorable results from the diversion of school funds, and 1 did not report. Ninety-one counties and cities reported improvement or a prospect of improvement in school-houses, while in 19 there was no such encouraging condition, and from 1 there was no report. All the teachers in 10 counties and cities used improved methods of teaching; in 16 counties and cities the majority used such methods; in 9, one-half used them; in 7, two-thirds; in 11, one-third; in 2, one-fourth; in 7, one-fifth; in 3, one-sixth; and in 1 county, one-tenth. In 30 counties and cities such methods were used by "a few" teachers; in 7, they were used by none; and from 7 other counties and cities no report was received.—(Report.)

LOSS OF SCHOOL REVENUE AND ITS CONSEQUENCES.

The superintendent states that the diversion of school funds complained of in his report for 1877 has since then greatly increased. Up to that time the loss of the school fund had been about eighty thousand dollars annually, but in 1878 there were used \$250,000 of the school money for other purposes, or about one-half the proceeds of taxation for schools. The result must be a continuance of the shrinkage which has been going on for some time past in public school work. It is expected that only about half as many schools can be opened in 1879 as were in operation in 1878, and that something like 100,000 more children will be excluded from the schools.

A majority of the people are firm in their determination to sustain the school system

and are greatly dissatisfied with the existing state of affairs, knowing, as they do, that the taxes which the State constitution requires to be levied, collected, and applied every year for the support of schools are levied and collected, but not applied, the State failing to keep its faith with them in respect to this. As long as the schools were generally kept in operation and the suffering was chiefly among the unpaid teachers, the full effect was not appreciated; but now that many of the schools are closed and the children left to grow up in ignorance, the mischief is brought home to the people in such a way as to excite immeasurable discontent.

The origin of this diversion of the school money, or "misapplication," as the supreme court calls it, is traced to the law which authorized the issue of State bonds whose coupons should be receivable for taxes. The revenues proving insufficient for the wants of the State government, school moneys were used for other purposes than that for which they were set apart, and the courts have sustained the law out of whose practical operation the troubles arose.—(State report, 1877-78.)

THE PUBLIC SCHOOL SYSTEM OR NOTHING.

Superintendent Ruffner devotes some space in his report to the discussion of an idea, which he says seems to exist in some minds, that the curtailment of school revenues may possibly have the effect of restoring the old system by which the tuition of poor children only was provided for by the State. He regards such a result as not only undesirable but impossible, even were constitutional difficulties removed. The condition and circumstances of the people are different from what they were. The number of public spirited men who used to tax themselves heavily to maintain a school for the neighborhood has been greatly reduced, while the mass of the people are unable to pay private teachers. Private education costs about double that of public. Under the system once in vogue only 60,000 children went to primary schools in what is now Virginia; with the same territory and with about the same population, 140,000 white children and 60,000 colored now attend. The 60,000 pupils under the old system moreover included both private and State pupils, the latter being in the majority. In the opinion of the superintendent, there is no hope in any system but that of the public free schools; and after a trial of 8 years and a study of school systems everywhere, he believes the general system of this State to be the best possible.—(Report.)

AMOUNT DUE THE SCHOOLS FROM THE STATE.

In respect to the amount due the schools from the State, a difference of opinion has for some time existed between the State superintendent of public instruction and the State auditor. According to the estimate of the superintendent, the total indebtedness to school funds amounts to \$1,113,052.26, while a statement from the auditor places the amount at only about one-half that sum. This discrepancy, it would appear, has arisen partially from a difference in the interpretation of the law which provides for the support of schools.

Inasmuch as the revenues from taxation come into the treasury in money and coupons and in the proportion of nearly half and half, the auditor of public accounts, soon after the establishment of the school system, suggested a doubt as to whether he was bound to pay over the amount of school revenues all in money, instead of in money and coupons; or, if in money, whether the calculation should be made on the basis of the money received or on that of the whole revenue, both coupons and money. In order to silence these doubts, the general assembly in 1873 passed an act providing that "It shall be the duty of the auditor of public accounts annually to pay over in money, according to the usual forms and general provisions of law, all that portion of the annual revenue of the State which is set apart for public free school purposes."

This command, however, has not proved sufficiently authoritative and unmistakable, for the auditor continues to estimate the amount due the schools on the basis of money paid in for taxes, exclusive of coupons, applying all the latter to general State purposes. Superintendent Ruffner estimates the amount of funds from taxation thus withheld from the schools to be \$850,000.

The other item of arrearages consists of interest overdue the literary fund, amounting, the superintendent states, to \$233,052.26. This fund includes all fines, forfeitures, escheats, penalties, and confiscations. It is set apart by the State constitution for the maintenance of the public school system, and its annual interest is by law required to be applied to this purpose. The principal, amounting to \$1,543,669.05, was in 1873 funded by law at 6 per cent. interest, with the exception of \$319,000 of it, which was in State stock bearing 7 per cent., and which, from an informality in the law, could not be funded at 6 per cent. By general consent, however, this \$319,000 has been treated as if funded, and the interest on the entire sum computed at 6 per cent. The auditor finds a reason for diverting all the income of this fund from the schools in the fact that \$319,000 of it was not funded at 6 per cent., while, as the superintendent says, if this sum be not considered as so funded, it is still entitled to 7 per cent. But, apart from this, there can be no justice in throwing out the entire interest on \$1,543,669.05 because \$319,000 of it is not in regular form.—(State report.)

AID FROM THE PEABODY FUND.

Aid to the amount of \$15,350 was received by the State in 1877-'78. Of this sum \$1,000 went to teachers' institutes and \$200 to the Journal of Education, the other donations being distributed where they "have exerted educational power tenfold greater than is ordinarily effected by the same amount of money."—(Superintendent's statement and Peabody fund report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Under a general State law all cities and towns have public school boards consisting of not more than 3 trustees from each ward, or, in the absence of wards, 3 for each school district. In cities with 10,000 or more inhabitants there is also a superintendent of schools, who is appointed by the State board of education.

STATISTICS.*a*

Cities.	Estimated population.	Youth of school age.	Enrolment in public schools.	Daily average attendance.	Teachers.	Expenditure.
Alexandria	14, 000	4, 447	1, 189	871	18	\$10, 278
Danville	10, 200	1, 233	1, 155	534	15	7, 260
Lynchburg	15, 000	4, 093	1, 539	840	23	13, 409
Norfolk	24, 000	6, 244	1, 501	1, 078	26	18, 919
Petersburg	23, 000	7, 417	2, 075	1, 427	30	16, 913
Portsmouth	12, 000	3, 399	982	592	14	8, 919
Richmond	79, 000	20, 754	6, 271	5, 324	127	74, 593

a The statistics given are from the State report, except as respects population, which is estimated, and youth of school age, which is from the State school census of 1875 and consequently considerably below the real figure at present. The particulars following are from printed reports, the State tables, and written returns.

ADDITIONAL PARTICULARS.

In *Alexandria* the public schools, 12 of them for whites and 8 for colored, comprise primary and grammar grades. Besides the enrolment in these there was an estimated attendance of 800 in private and parochial schools during the year 1877-'78.—(Return and State report.)

Danville had 14 schools, 7 for each race; the enrolment in the white schools reached 61 per cent. of the school population.—(State report.)

Lynchburg had 15 schools for white and 7 for colored pupils, the former enrolling 46 per cent. of the white youth of school age; the latter, 29 per cent. of the colored youth of that age. The schools were classed as primary, grammar, and high, the enrolment in the last being 95 in 1877-'78. Considerable opposition was manifested during the year to instruction in the higher branches at public expense, which towards the close assumed formidable proportions; but a special canvass of the white taxpayers, with a view to sustain the system intact and to secure larger appropriations therefor, revealed deeper interest in the public schools, especially primary, than the superintendent had believed to exist. With 250 children in private and church schools, the whole enrolment was 1,789.

Norfolk had 18 schools for white and 8 for colored youths, 26 in all. The white schools had in them 27 per cent. of the white school population; those for colored pupils, 20 per cent. of those entitled to attend.

In the *Petersburg* schools, 19 of which were for white and 16 for colored pupils, there was an increase during 1878 of 519 pupils enrolled, of whom 181 were white and 338 colored, making an increase of 6 per cent. on the white school population and 8 per cent. on the colored population. This is ascribed partly to the fact that schools are growing in public favor and partly to the repeal of the law requiring payment of poll tax by parents before their children can be admitted to school privileges. During the year 1878 the grades comprised 5 primary and 4 grammar, each covering a year, with a high school course of three years. A recent rearrangement of the studies, if adopted by the board, will limit the entire course to 10 years, giving only 4 years in primary and 3 in grammar grades. Besides the public school enrolment, there was an estimated attendance of 1,200 in private and parochial schools, making a total of 3,275 attending all schools.—(Report of school board, 1877-'78.)

Portsmouth enrolled in her 10 schools for whites 28 per cent. of the white school population and in her 4 schools for colored youth 30 per cent. of those entitled to enter, more seeking admission than there were accommodations for.

The *Richmond* public schools show an increase during the year 1877-'78 of 669 pupils enrolled and of 627 in average daily attendance. Owing to the stringency of the times, there have been calls for great economy in expenditure, and the average cost of tuition per capita was considerably lessened during the year; but this was not accomplished without a reduction in the pay of teachers, who before received too little

for their services. For the past two years the school accommodations have been wholly insufficient, and large numbers of applicants have been refused admission for want of seats. In consequence of this, the system of half day schools was resorted to. Twenty-two such schools were taught in 1878 with very satisfactory results and with an additional cost of only about 25 per cent. of the expense necessary for conducting a school of 50 pupils. The schools are classed as primary, grammar, and high, the primary grades covering 4 years, the others 3 each. They remain in session 9 months of the year. There was also, in 1878, a normal school for colored pupils, the building for which, valued at \$25,000, was given to the city in 1876.¹ The enrolment in the high school numbered 255, of whom 75 were boys and 180 girls. Twenty were graduated at the close of the session in 1878, of whom nineteen were girls. There was an estimated enrolment of 3,400 in private and parochial schools during the year, making, with those in public schools, a total of 9,671 youth attending school.—(Richmond school report, 1877-'78.)

TRAINING OF TEACHERS.

[NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The normal schools in this State in 1878 were the *Valley Normal School*, Bridgewater, opened in 1873, which in 1878 had 10 normal students and 116 other students, and received aid from the county to the amount of \$373.20; the *Shenandoah Valley Normal School*, Strasburg, also opened in 1873, had 168 pupils in 1878, none reported as normal, though it had an appropriation from the State of \$225 and from the county the same amount for normal training; the *Hampton Normal and Agricultural Institute*, which receives one-third of the agricultural land grant fund for Virginia, undertakes to train colored youth for the work of teaching as well as for industrial pursuits, and had 246 normal with 86 other students in 1878; *St. Stephen's Normal School*, Petersburg, under charge of the Protestant Episcopal Church, which in 1878 had 30 normal students, all colored; a *Normal School for Colored Students*, Richmond, connected with the public school system, which had 175 pupils enrolled, of whom 86 were normal students; *Richmond Institute*, Richmond, one of the institutions sustained by the Baptist Home Mission Society, for the training of colored preachers and teachers, with 104 students. The *Normal Department of Roanoke College* appears no longer in the catalogue of that college, but it is hoped that arrangements for summer normal work may be made at the University of Virginia.

TEACHERS' INSTITUTES.

From a statement in the official department of the Educational Journal of Virginia, it appears that 3 teachers' institutes of 6 to 8 weeks in duration have been held for a number of years past at Hale's Ford, Franklin County; Railroad Academy, Botetourt County; and Bridgewater, Rockingham County.

EDUCATIONAL JOURNAL.

The Educational Journal of Virginia, a monthly issued at Richmond, is under the joint editorship of the State superintendent and an experienced teacher appointed by the State Educational Association. By the number of its articles on improved methods of teaching it formed in 1878, as previously, an important aid in that elevation of the standard of instruction which the school officers have been endeavoring to secure, besides serving as a medium of official communication from the central State office to all employed in school work.

SECONDARY INSTRUCTION.

PUBLIC HIGH AND GRADED SCHOOLS.

Notwithstanding the large decrease in number of schools sustained, an increase of 13 appears in that of graded schools, there being reported 177 of these last in 1878, against 164 in 1877. Precisely what proportion have high school departments connected with them is not stated, but 7,714 pupils are reported as studying the higher branches. The grades reported range from 2 to 14, this highest number being at Lynchburg.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix following, and summaries of these in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN.

The *University of Virginia* received in 1878 from the State legislature the sum of \$30,000 and from Mr. W. W. Corcoran, in addition to his former liberal donations,

¹ This, from some unexplained cause, has since ceased to be used for normal school training.

\$50,000 to endow a professorship of geology and natural history. Under a late law of the legislature, students from Virginia over 18 years of age are on examination to be admitted free of tuition. It has been decided, also, to offer 11 scholarships to students from other States, 5 of them in the academic department, the others in the professional and scientific. The arrangement of studies continues to be that of independent schools from which students may select the courses they prefer. Each student, however, unless excused for special reasons, must attend at least 3 schools. The degrees conferred in the academic department are B. A., B. S., B. L., M. A., graduate in a school, and proficient. In addition to its regular classes, the university provides private summer courses in pure and applied mathematics and in law.

Of 6 other colleges and universities reporting, Randolph Macon and Richmond Colleges and Washington and Lee University have a plan of independent elective schools similar to the above. The others, Emory and Henry, Hampden Sidney, and Roanoke Colleges have an established curriculum, extending over the usual 4 collegiate years. Two of them provide preparatory departments, all have classical departments covering 4 years, and Emory and Henry also a scientific of 3 and a Latin-scientific of 4 years. Emory and Henry and Roanoke have commercial courses and the latter and Hampden Sidney provide instruction in German and French. Washington and Lee also has schools of natural science and civil engineering.

For the location, prevailing influences, and statistics of colleges and universities, see Table IX of the appendix, and the summary of it in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistical and other information of institutions for the superior instruction of young women reporting in 1878, see Table VIII of the appendix, and for a summary of them, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Instruction in scientific branches is given in the following institutions: The Virginia Agricultural and Mechanical College, Blacksburg, which receives two-thirds of the proceeds of the congressional fund for agricultural and mechanical purposes and has a 3 years' course of study besides the preparatory; the Hampton Normal and Agricultural Institute, at Hampton, which has the remaining third of the fund, its work being the training of colored young men and women for teaching and for industrial employments; the agricultural department of the University of Virginia, Albemarle County, which has 4 professors; the Virginia Military Institute at Lexington, a State military and scientific school, with a 4 years' course of instruction; and the New Market Polytechnic Institute, in Shenandoah County, which, besides having a classical course of 3 years, provides instruction in such scientific studies as engineering, chemistry, and telegraphy. Further provision for scientific study is made in Emory and Henry College, which presents, besides its classical, a scientific course of 3 years and a Latin-scientific one of 4.

For statistics of institutions for scientific instruction, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.

PROFESSIONAL.

The following *theological* institutions report statistics for 1878: Union Theological Seminary of the Presbyterian Church in the United States, Hampden Sidney; Richmond Institute, Richmond (Baptist); Theological Seminary of the Evangelical Lutheran General Synod South, Salem (Lutheran); and the Protestant Episcopal Theological Seminary in Fairfax County, Theological Seminary Post Office. All these schools report a 3 years' course of theological study, except Richmond Institute, which, beginning at a considerably lower point, has a 6 years' course, including preparatory and academic studies. All require an examination for admission, the first named demanding a collegiate training or its equivalent.—(Catalogues and returns, 1878.) For statistics, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

Instruction in *law* is given in departments connected with the University of Virginia, Washington and Lee University, and Richmond College. The course of study in all is intended to cover 2 years, but, as graduation depends on the results of examination, students who are able to do so are permitted to take the studies of both years in one. There is no examination for admission in any of them. In the University of Virginia, besides the regular session, there is a summer course of lectures extending over 2 months. For statistics, see Table XII of the appendix, and a summary of it in the report of the Commissioner preceding.

The schools of *medicine* reporting are the Medical College of Virginia, Richmond, and the medical department of the University of Virginia. In the first there is the usual

course of medical study; the last is organized on the same general plan as the other departments of the University of Virginia. Students are graduated on satisfactory evidence of attainments only, without regard to the length of time they may have attended lectures. For statistics, see Table XIII of the appendix, and a summary of this in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

In the Virginia Institution for the Education of the Deaf and Dumb and the Blind, Staunton, the studies in the department for deaf-mutes are language, arithmetic, geography, history, grammar, natural science, scripture lessons, penmanship, composition and letter writing, drawing, and painting. A class in articulation has been taught with success. In the department for the blind are taught reading in embossed characters, orthography, arithmetic, English grammar, history, geography, algebra, geometry, natural science, French, and vocal and instrumental music. In addition to the foregoing literary branches, training is given the boys in the employments of cabinet, shoe, mat-tress, broom, and mat making, tailoring, cane seating, type setting and printing, book binding, and printing in raised type; while the girls are taught to make all articles of clothing, to do knitting, netting, crochet, bead, and worsted work.

The attendance for 1877-'78 was 108 mutes, under 8 teachers, and 50 blind, under 5 teachers, besides the principal, physician, steward, matron and assistant matron, governess, and 8 foremen of shops.—(Annual report of institution, 1878.)

SCHOOL FOR ORPHAN AND OUTCAST CHILDREN.

A manual labor school for the orphan and outcast children of Albemarle County was opened August 7, 1878. It was endowed by Samuel Miller, esq., late of Virginia, who left \$350,000 for the purpose. One hundred poor children are to be educated here free of expense, their instruction to embrace the sciences, languages, and manual labor.—(New-England Journal of Education and Educational Journal of Virginia.)

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF VIRGINIA.

The thirteenth annual meeting of the State Educational Association was held at Hampton, July 9-12, 1878. The attendance of teachers was larger than for several years past; yet a number of colleges in the State and a still greater number of secondary schools were not represented, while the proportion of teachers of elementary schools was very small.

A larger number of papers than usual was presented, but the discussions on them were much more limited. Following the address of the president of the association, Prof. Thomas R. Price, were reports, essays, and addresses. Most of the papers were by college professors of the State, though one of great interest was read by Maj. Robert Bingham, of the Bingham School, North Carolina, on "The English speaking man." Among the topics considered in the papers and reports read were "The higher education of girls" and "The spelling reform." A committee of three was appointed to consider the latter question, and to report at the next meeting of the association. "The higher education of girls" was discussed in a paper by Rev. R. M. Saunders, of the Norfolk Female Collegiate Institute, in which statistics were given, showing the very limited facilities for higher education that are afforded girls, compared with those for boys, closing with a strong plea for opening colleges and universities alike to both sexes. An essay was read by Prof. John R. Page, of the University of Virginia, on "Text books and methods of instruction in natural history," in which was traced the progress that has been made in teaching this branch. An address was also delivered by Dr. W. K. Brooks, of the Johns Hopkins University, in which he explained the method of teaching biology in that institution, mentioning the exceptional circumstances which enabled the university to organize classes already well advanced in the study. One of the most interesting addresses delivered was by Gen. S. C. Armstrong, of the Hampton Institute, in which he gave an account of the work of his school, its difficulties, and successes. His estimate of the course of instruction best adapted to the wants of the colored race met the hearty approval of the association.

CHIEF STATE SCHOOL OFFICER.

Hon. WM. H. RUFFNER, *State superintendent of public instruction, Richmond.*

[Third term, March 15, 1878, to March 15, 1882.]

WEST VIRGINIA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-21).....	185,633	201,257	15,554	.....
Colored youth of school age (6-21).....	6,923	8,295	1,372	.....
Whole number of school age.....	192,606	209,532	16,926	.....
Whites enrolled in public schools.....	121,810	126,233	4,423	.....
Colored enrolled in public schools.....	3,522	3,951	429	.....
Whole public school enrolment.....	125,332	130,184	4,852	.....
Average daily attendance, white.....	81,092	83,356	2,264	.....
Average daily attendance, colored.....	2,377	2,628	251	.....
Whole average daily attendance.....	83,469	85,984	2,515	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts.....	347	352	5	.....
Number of subdistricts.....	3,144	3,227	83	.....
Number of public high schools.....	5	9	4	.....
Number of public graded schools.....	65	82	17	.....
Number of public ungraded schools.....	3,320	3,419	99	.....
Whole number of public schools.....	3,390	3,510	120	.....
Average time of school, in days.....	90.86	96.36	5.50	.....
Public school-houses.....	3,216	3,297	81	.....
Number of these frame or log.....	3,125	3,197	72	.....
Number brick or stone.....	91	100	9	.....
Number built during the year.....	123	81	.....	45
Valuation of sites, buildings, furniture, and apparatus.	\$1,714,600	\$1,688,349	.....	\$26,251
Visits to schools by superintendents and parents.	15,359	20,995	5,636	.....
TEACHERS AND THEIR PAY.				
White men teaching in public schools.	2,735	2,733	.....	2
White women teaching.....	946	902	.....	44
Colored men teaching.....	83	89	6	.....
Colored women teaching.....	25	23	.....	2
Whole number white and colored.....	3,789	3,747	.....	42
Average monthly pay of white men...	\$37 70	\$29 54	.....	\$8 16
Average monthly pay of white women.	29 22	26 19	.....	3 03
Average monthly pay of colored men.	30 00	26 85	.....	3 15
Average monthly pay of colored women.	28 51	23 36	.....	5 15
General average for whole number....	31 36	28 97	.....	2 39
RECEIPTS AND EXPENDITURES.				
Whole receipts for public schools.....	\$860,644	\$835,175	.....	\$25,469
Whole expenditure for them.....	793,272	687,275	.....	105,997
STATE SCHOOL FUND.				
Whole permanent fund reported.....	\$354,811	\$392,232	\$37,421	.....

a In a written return the whole average daily attendance is reported as 86,768.

(From biennial report of Hon. W. K. Pendleton, State superintendent of free schools, for the two years indicated, with receipts and expenditures from returns.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of free schools is elected at the same time with the governor for a term of two years. He is to make annual report to the governor, and through him to the legislature, which report is published biennially.

A State board of the school fund, composed of the governor, State superintendent, auditor, and treasurer, controls the investment and management of the permanent State fund for the encouragement and aid of free schools.

A State board of examiners, comprising the State superintendent and two professional teachers appointed by the governor, examines applicants for professional teachers' certificates, good throughout the State, and grants such certificates to all who pass successfully.

A county board of examiners to provide teachers for county schools is formed in each county of the county superintendent and two experienced teachers, chosen by the presidents of the district boards of education in the county, at a meeting held annually for that purpose.

A county superintendent of free schools in each county is elected by the voters thereof in each alternate year, counting from 1877. It is required that both he and the State superintendent shall be of good moral character, temperate habits, literary acquirements, and skill and experience in the art of teaching, though no specific standard of either acquirement or experience is set.

In each district of a county—a district answering to the territorial division formerly called a township—a board of education consisting of a president and two commissioners is chosen by the people at the same time with the county superintendent, and for the same term of two years, to supervise and control the schools and school interests of their district.

For the subdistricts into which the districts may be divided the district boards of education choose in each case a board of trustees of 3 members, 1 of whom is liable to change each year. The exceptions to this are independent districts created by special law within the bounds of an ordinary district, which have such officers as the acts creating them may prescribe.

For a high school established by the action of one or more boards of education a board of directors is appointed by the district board or boards concerned.—(School laws of 1877.)

OTHER FEATURES OF THE SYSTEM.

The means for the maintenance of public schools are mainly derived from the interest on a State school fund, from State taxes, and from district levies, with the proceeds of fines, forfeitures, and confiscations that have accrued in the year preceding the distribution. Some aid is received also from the Peabody fund, this going to teachers' institutes and to towns with graded schools. The State school taxes are 10 cents on the \$100 and a capitation tax of \$1 on each male citizen annually, all to go towards the pay of teachers. The district taxes are not to exceed 40 cents on the \$100 for buildings, furniture, &c.; 50 cents on the \$100 for teachers' pay in primary schools; 15 cents for graded schools beyond the primary in towns, villages, and densely populated districts, or 30 cents for a high school; all these last subject to the approval of the people before they can be levied. The State funds are distributed to the counties and districts on the basis of the number of youth of school age in each. The distribution to districts, however, cannot be made till the county superintendent is informed by the secretary of the board of education in each district that a levy sufficient to maintain primary instruction for at least 4 months has been authorized. Teachers must have lawful certificates of qualification before they can be employed to teach in the public schools, and must have presented a duly kept register to the secretary of the district board of education before they can draw the final payment for their services. The certificates required may be either from the State normal schools, the State board of examiners, or the board of the county in which the applicant proposes to teach. Separate schools for white and colored children are required, as well as a separate annual enumeration of them, but no school may be maintained for either which has not an average daily attendance of 35 per cent. of the whole number entitled to attend. Both the primary studies to be pursued and the text books to be used are fixed by State authority. Moral as well as intellectual training is required.

GENERAL CONDITION.

The State superintendent asserts that in view of the advance of school affairs in every quality of excellence—the largely increased attendance, the additional number and improved condition of school-houses, and the improvement in the qualification of teachers—school officers “have just reason to be gratified with the result of their work.” An important advancement in the standard of qualifications demanded of teachers is attributed in great degree to frequency of examinations, the law requir-

ing all teachers without normal diplomas or professional certificates to be examined annually. The present State board of examiners has adopted a method of conducting examinations and a grade of scholarships for professional certificates, one for authority to teach a primary school and another for authority to teach a graded or high school. It is said that greater system and uniformity of method are everywhere observable in the organization and conduct of schools and that a constant progress in grading and extending the course of studies is apparent; a class of competent school officers is growing up under the influence of frequent and protracted service.

GRADUATION SYSTEM FOR COUNTRY SCHOOLS.

A graduation system for country schools was introduced into the schools of Monongalia County in 1876 by County Superintendent A. L. Wade. Its essential features are the classification of pupils according to grade of advancement in required branches, their examination each year in the prescribed course, and the granting of diplomas at the conclusion of the course. This system is said to exert a beneficial influence upon the interests of free public schools, and is much commended. The examinations are held in all the schools of one district at the same time, and catalogues are issued containing the names of all included in the graduating classes, and oratorical exercises and writing for the county press are also encouraged.

AID FROM THE PEABODY FUND.

The sum of \$4,250 was given to the State from the Peabody fund for the benefit of the schools of a higher grade, for the purpose of extending their time and enlarging and improving their courses of study. The sum stated was received by 16 schools in as many counties.

The board of education of Charlestown district, Jefferson County, received \$200 from this fund for the benefit of the colored school at that place. This was a well merited donation, and enabled the district to continue the school 10 months.

CITY SCHOOL SYSTEM.

WHEELING.

Officers.—The city schools of Wheeling are controlled by a city school board and a superintendent of public schools, who must be qualified for his office by 3 years' experience as a teacher in the graded schools.

Statistics.—A report of the superintendent in the State report shows an average monthly enrolment in all the city schools of 3,521, under 83 teachers. The number of graduates at the close of the last scholastic year was 17. The expenditure for pay of teachers was \$33,735; other expenditures not given.

Additional particulars.—The day schools were in operation ten months, each school being divided into 5 grades, viz, grammar room and 4 divisions. Each grade may be again subdivided. In the lowest division, teachers must pass an examination in all the branches required by the State law in primary schools. As they ascend the several grades, there must be examinations in the additional branches required to be taught under the rules of the city board. Evening schools were maintained during the months of November, December, and January of 1877-'78 at a cost of \$1 a month for each pupil.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal schools are controlled by a board of regents, consisting of the executive officers of the State and 3 others appointed by the governor, the State superintendent being ex officio president of the board. Prior to 1878 the State's support of its six normal schools was inadequate, and they declined; but the legislature of that year provided that each of the normal schools should receive aid amounting to \$3.50 a month for each normal student in actual attendance, no one of the schools to receive more than \$2,000 in any year. They are allowed to charge tuition for all non-normal students and a contingent fee for all matriculates. The normal students who avail themselves of the free tuition of these schools are pledged to teach in the free schools of the State one year, and many become professional teachers.

The returns from the State Normal School, Marshall College, Huntington, from Fairmont State Normal School, the normal department of Shepherd College, Shepherds-town, West Liberty State Normal School, the State Normal School at Glenville, and from the normal department of Storer College, Harper's Ferry, give a total attendance of 576 students in normal studies, 329 males and 247 females, with 56 graduates from the same schools, for the scholastic year 1877-'78.

The course of study occupies 3 years in each college and school except Shepherd College, which extends it to 4 years. The West Virginia University affords, when they may be desired, classes in the theory and practice of teaching, several members of its faculty delivering lectures before such classes.

TEACHERS' INSTITUTES.

The law of 1877, requiring the attendance of all teachers at either county or district institutes for two days of each school month, but not longer than eight days in all, was enforced as far as possible throughout the State. Detailed accounts from 29 out of the 54 counties showed an attendance of 1,703 out of 1,867 teachers, and indicated that the meetings were very successful. From 11 counties there were no special accounts of these meetings, while several others manifested a deplorable lack of interest. The greatest opposition came from the taxpayers, who object to being taxed for this purpose, and from the teachers, who, while forced to attend or to lose a portion of their salary, do not like the interruption to school work. The State superintendent of free schools gives many valuable suggestions as to the holding of these institutes, and intimates that each county superintendent should arrange for the best interests of the teachers, in an economical point of view, and yet bring together as large a number as possible. — (State and county reports for 1878).

PEABODY INSTITUTES.

During the scholastic year 1877-'78 the State superintendent received \$650 from the Peabody fund, to be expended in institutes. The object was to render these institutes models for the county institutes, and localities for holding them were so chosen as to make them accessible to the largest possible number of superintendents and teachers. Thirteen institutes of five days' length each were organized in as many counties. The most skilful teachers were engaged to conduct them, and they were sustained by ministers of the gospel and other friends of education.

The agent of the Peabody fund was so well pleased with the results of the sums expended in these institutes that he placed \$1,000 in the superintendent's hands to continue them another year.

EDUCATIONAL JOURNAL.

An allowance of \$200 was made from the Peabody fund in 1878 towards the establishment of a West Virginia Journal of Education, to be published in 1879, and of which due notice will be taken in the report for that year.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No report concerning high schools has been received, but it would appear from the report of the State superintendent that there were 9 high schools, an increase of 4 since 1877; 401 pupils were studying algebra, 505 German, and 4,348 were engaged in other than primary branches besides these.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

West Virginia University, Morgantown, reports as belonging to its five departments, classical, scientific, agricultural, engineering, and military, 51 undergraduates, with 85 preparatory students. The board of regents at their session in June, 1878, voted to add a chair of law and equity and one of anatomy, physiology, and hygiene.

West Virginia College, Flemington, reports for 1878, through its president, that the hard times had caused him to resign and that the statistics were too meagre to be worth reporting.

Shepherd College, Shepherdstown, reports 93 undergraduates in its classical department for 1878-'79, and in its normal department 86 undergraduates and graduates. Both sexes are admitted.

Bethany College,¹ Bethany, reports 111 students for 1878 pursuing its 3 courses of study, classical, scientific and ministerial. The studies of these courses are divided into schools; and, in addition to the full courses named, the college offers a preparatory course of a year and a special course in practical chemistry, one in engineering, and a teachers' course in natural philosophy; also, a graduate elective course.

Storer College, Harper's Ferry, had not at the last accounts attained to full collegiate rank.

¹ Since the reception of reports the eastern wing of Bethany College has been burned, the literary societies losing their libraries; estimate of total loss, \$25,000.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the names, locations, and statistics of institutions specially devoted to this purpose, see Table VIII of the appendix following. For a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

West Virginia University, Morgantown, offers, in addition to its full classical course, a 4 years' scientific course and courses in civil engineering, military science, and agriculture. The studies in the engineering department are for the first, second, and third years identical with those of the scientific course, those of the senior year comprehending the engineering course. The agricultural course covers 2 years.

PROFESSIONAL.

Except some training for the ministry given at Bethany College in connection with the collegiate course, no professional instruction appears to have been given in any settled course or school of theology, law, or medicine in 1878 in this State, unless as it may have been commenced in the two last at the West Virginia University under the resolution before referred to.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The West Virginia Institution for the Deaf and Dumb and the Blind, Romney, reported 105 inmates of both afflicted classes and of both sexes for the year 1878. The educational branches taught are English language, arithmetic, geography, history, algebra, and drawing. The inmates are trained in the employments of carpentry, shoemaking, tailoring, and printing, and the blind are taught to make mattresses and brooms. Classes in visible speech, first formed in 1877-'78, have since been constantly exercised in that system.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The Educational Association of West Virginia met at Parkersburg August 27-29, 1878. An address of welcome by Ex-Governor Stevenson was responded to by Hon. William K. Pendleton, president. The subject of the "Advisability of a law to compel attendance upon school, either private or public, and how to make it effective," ordered for special report at the last preceding meeting, was introduced and discussed. The principal subjects of addresses and of papers read and discussed were "Methods of conducting teachers' institutes," by Dr. Blair, of Fairmont Normal School; "The personal influence of the teacher," by Prof. J. C. Hervey, of Wheeling; "The duties and qualifications of county school officers," by Prof. E. S. Cox, superintendent of Parkersburg schools; "On the grading of common schools and the conferring of diplomas," by Prof. S. H. Patrick, of Charleston; on "Normal schools," by Mrs. Mary R. McGuigan, of the State Normal School, Glenville; on "Woman's relation to the free school, and the advantages or disadvantages of making her eligible to the school offices," by Prof. Joseph McMurren, of Shepherd College State Normal School; and on "Technological training in public schools," by Prof. H. N. Mertz, of Wheeling. An address of Rev. Dr. I. W. Andrews, president of Marietta College, on "The teacher's work," was ordered to be published in pamphlet form.—(From printed report in Educational Monthly and Home Magazine.)

OBITUARY RECORD.

DR. J. G. BLAIR.

Dr. Blair, principal of the State Normal School at Fairmont, died at that place December 21, 1878. He was born in Marcellus, N. Y., and graduated at Middletown, Conn., in 1841. Removing to Blendon, Ohio, he conducted as principal the Blendon Young Men's Seminary until 1844, at that time under the Methodists, but since merged in the Otterbein University, under the control of the United Brethren. He was soon after elected principal of the Greenfield Seminary, where he remained eight years. In 1852 he was elected to fill the chairs of professor of natural sciences and vice president of the Ohio University, which positions he occupied for twelve years. In 1864 he went to Parkersburg, W. Va., took charge of the old Gazette, at that time the leading paper in the section, and was president of the first board of education after the inauguration of the free school system in Parkersburg. Retiring soon from editorial

life, he spent about five years in Ohio engaged in educational work. In 1870 or 1871 he was elected president of the State Normal School at Fairmont, where he remained till his death. Under his management that school grew to be one of the best and most efficient in the State. Dr. Blair was a superior scholar, a fine speaker, and thorough and energetic in whatever he undertook. It is believed that his unremitting labors at Fairmont were the immediate cause of his death.—(West Virginia State Journal.)

CHIEF STATE SCHOOL OFFICER.

Hon. W. K. PENDLETON, *general superintendent of free schools, Wheeling.*

[Term, 1877-1881.]

[Mr. Pendleton in 1872-'73 filled a vacancy in the office of superintendent made by the resignation of Mr. C. S. Lewis; Mr. Lewis filled the place of Superintendent Henry A. G. Ziegler, who was elected for the term 1869-1873, but died in 1870.]

WISCONSIN.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-20)	478,388	478,692	304	.....
Youth of school age in public schools.....	289,125	295,215	6,090	.....
Total pupils in public schools.....	291,270	^a 297,502	6,232	.....
In private schools only.....	23,624	25,532	1,908	.....
Attending colleges and academies.....	1,699	1,781	82	.....
Instructed in benevolent institutions (estimated).	1,175	1,287	112	.....
SCHOOL DISTRICTS AND SCHOOLS.				
Districts exclusive of independent cities.	5,564	5,361	.....	203
Number of districts reporting.....	5,533	5,299	.....	234
Districts that purchased text books...	453	1,104	651	.....
Districts that lent books to pupils.....	244	427	183	.....
Districts that sold text books.....	170	681	511	.....
Schools with 2 departments.....	194	207	13	.....
Schools with 3 or more departments..	211	225	14	.....
Total graded schools.....	405	432	27	.....
Average length of term in cities (days).	193	189	.....	4
Average length of term in counties (days).	149	161	12	.....
Public school-houses.....	5,320	5,561	241	.....
Seats for pupils in these.....	345,944	353,119	7,175	.....
School-houses of brick or stone.....	790	809	19	.....
With outhouses in good condition....	3,670	3,760	90	.....
Value of public school property.....	\$5,183,902	\$5,115,556	.....	\$68,346
TEACHERS AND THEIR PAY.				
Number of different teachers employed.	9,858	9,808	.....	50
Average monthly pay of men in cities.	\$108 20	\$100 27	.....	\$7 93
Average monthly pay of women in cities.	35 93	34 70	.....	1 23
Average monthly pay of men in coun- ties.	40 48	38 45	.....	2 03
Average monthly pay of women in counties.	26 35	25 33	.....	1 02
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$2,743,344	^b \$2,749,956	\$6,612	.....
Total expenditures for public schools.	2,249,638	62,148,330	.....	\$101,309
EDUCATIONAL FUNDS.				
School fund.....	\$2,673,053	\$2,680,703	\$7,647	.....
University fund.....	224,808	226,934	2,126	.....
Agricultural college fund.....	242,768	256,602	13,834	.....
Normal school fund.....	1,023,238	1,035,199	9,961	.....
Income from school fund.....	189,553	185,368	.....	\$4,185
Income from university fund.....	70,642	64,116	.....	6,526
Income from agricultural college fund	19,238	17,326	.....	1,912
Income from normal school fund.....	85,076	83,365	.....	1,711

^a Elsewhere in the report this number appears as somewhat higher than here given.

^b A return from Superintendent Whitford for the same year, but of a later date than the printed report, gives a total of \$1,731,823 for income and of \$2,117,535 for expenditures.

(Report for 1877-'78 of Hon. W. C. Whitford, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

The officers having general charge of educational interests are a State superintendent of public instruction, elected by the people for 2 years; a board of regents of the State university, appointed by the governor; a board of regents of normal schools, appointed by the governor and approved by the senate; and a board of commissioners for the sale of school and university lands, comprising the secretary of state, State treasurer, and attorney general.

The local officers are county superintendents, elected biennially; town boards of school directors, comprising the clerks of the several subdistricts in organized towns; and district school boards, elected by the people for 3 years. Women are eligible to election or appointment as directors, treasurers, or clerks of school districts, directors or secretaries of town boards, members of city boards of education, or county superintendents.—(School laws of 1877 and 1878 and State constitution.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by local taxation, and by the income of public school funds, which is apportioned according to the number of children over 4 and under 20 years of age. To be entitled to share in the income from the public school fund, each town, incorporated village, and city must have raised by taxation the preceding year for school purposes, or have transferred from its general fund to the school fund, a sum equal to half of its share in the school fund income. Reports of school statistics must also have been made by the proper officers to the State superintendent, and all cities must have had a census of the school population therein taken under the direction of the proper school officers. Each district, moreover, to receive its portion of the public funds, must maintain a common school taught by a qualified teacher for 5 months during the year, unless the State superintendent shall be satisfied that the school was so taught for 3 months and that the failure to maintain it for the full 5 months was occasioned by some extraordinary cause. Qualified electors of school districts may vote taxes for the purchase of sites and the erection of school buildings, not to exceed \$600 annually in towns of less than 250 inhabitants; for maps, blackboards, and school apparatus, not to exceed \$75 in any one year; and for a district library, \$100 a year, provided that in districts having less than 200 children of school age not more than \$50 shall be voted for such library in any year.

Public schools are free to all residents of the district 4 to 20 years of age, and district boards have power to admit persons between 20 and 30 free of tuition when their admission will not interfere with pupils of school age. The branches to be taught are orthography, orthoepy, reading, writing, grammar, geography, arithmetic, the Constitution of the United States and of Wisconsin, with such other branches as the district board may determine. No sectarian instruction is allowed. Free high schools may be established in cities, towns, incorporated villages, and school districts, if the qualified electors decide by ballot to have them; and if such schools have been supported for not less than 3 months during the year by the district, they are entitled, under certain restrictions, to receive aid from the public funds during the first three years after their establishment. All organized academies, seminaries, and incorporated literary or collegiate institutions are required to report statistics annually to the State superintendent.

Teachers, to be legally employed, must hold certificates of competency. The certificates issued are State certificates, limited and unlimited, and county ones of first, second, and third grades, with city certificates for teachers in cities not under county superintendence. The limited State certificate entitles the holder to teach in any public school of the State for 5 years without further examination and is evidence of the scholarship required for a first grade certificate, with the addition of acquirements in English literature and mental philosophy and proof of successful teaching for at least 3 school terms. The unlimited State certificate, good for life, entitles the holder to teach in any school in the State.

The law of 1877 forbidding the employment in factories of children under 12 years of age during the time that the public schools are in session, was amended in 1878 so as to include children between 12 and 14, who are not to be employed more than 7 months in the year.

GENERAL CONDITION.

The statistics show an increase in school population; in attendance on public and private schools; in the number attending graded schools, colleges, academies, and benevolent institutions; in the average length of school term in counties; in the number of public school-houses; in receipts for public school purposes; and in the principals of the State educational funds. There was, on the other hand, a decrease in the average pay of teachers, in expenditures for public school purposes, in the estimated value of public school property, and in income received from the educational funds.

The increase in school population was only 304. There were 2,016 more children

living in districts that maintained school 5 months or more, while not half as many as in the previous year lived in districts in which school was taught less than 5 months. The gain in attendance on public schools was 6,232, and on private schools 1,903. Sixty-seven per cent. of the children of school age attended either the public or private schools, a gain for the year of nearly 2 per cent. Sixty-nine per cent. of the children between 4 and 15 years of age were in the public schools; the number of this age in private schools was not ascertained. About 55.6 per cent. of the youths between 15 and 20 years of age attended the public schools; and it appears that a majority of these lived in the country, only 13.4 per cent. of this age having attended from the cities. The public school term was 12 days longer in the counties and 4 days shorter in the cities, giving an average of slightly over eight months for each school in the country and nine and a half in the cities.

With an increase of 129 in the number of teachers necessary to supply the public schools, 50 fewer than the previous year were actually employed. There were, however, 3,108 more employed than were necessary to supply the schools, showing that 3,108 schools changed their teachers during the year. This injurious practice of changing teachers, Superintendent Whitford says, is defended largely on the ground that cheaper ones can be hired for the summer than for the winter. But the results too often are that persons not properly qualified are employed, wages largely reduced, and many of the best teachers leave the profession for more lucrative employments. In 1874 the wages of teachers reached their maximum; in 1875 the monthly wages of men fell \$4 and of women \$5, and since then there has been a steady decline in the wages of teachers, averaging, in the country districts, each year \$1.68 in the monthly pay of men and 60 cents in that of women. In cities the pay of men has declined since then an average of \$39.82 annually, and that of women, since 1875, an average of \$15.65 annually. The superintendent thinks that the reduction in teachers' wages has reached its limit.

The tendency in the cities to engage a larger proportionate number of women in teaching has been growing for several years, the ratio employed in 1878 being nearly six to one. In the country districts, nearly one-third as many men as women were employed. Fewer third or lowest grade certificates were issued to teachers than in 1876-77, while a larger number of second and first grade were granted, showing that the superintendents of counties and cities were using greater discrimination in licensing teachers and were encouraging them to seek higher attainments. Certificates were issued to 2,744 men and to 6,186 women, a total of 8,930, or more, by 2,230, than were required to teach the schools, although not so many by 878 as were actually employed.—(Report of State superintendent, 1877-78.)

FREE TEXT BOOKS.

The plan of purchasing text books by the districts and then furnishing them free of charge to the pupils has given satisfaction in most instances where it has been tried in this State. It is thought to have decided advantages over all other modes of supplying these books to the pupils, provided sufficient care is exercised by the school boards in the purchase, distribution, and preservation of books.—(Report.)

DISTRICT AND TOWN LIBRARIES.

Only 323 districts in the counties and 19 independent cities report school libraries, 8 counties and 9 cities apparently having no public libraries. The whole number of volumes in county and city libraries was 21,577 and the cash value of them \$20,985.23. In 1878, there were \$2,378.34 expended in purchasing 3,098 additional books. For eleven years the towns have had the privilege of establishing libraries, but only 26 appear to have availed themselves of it. This result, it is stated, is not surprising, as the towns have not usually any organization which can properly care for the books; and not until the township system of school government is adopted throughout the State can it be expected that town libraries will be extensively formed or any great efficiency exist in the school library system.—(Report, 1878.)

KINDERGÄRTEN.

For information as to a number of Kindergärten reporting, see Table V of the appendix following, and for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of education for cities comprise one or more members from each ward, with provision for partial annual change. Each board chooses its own president, clerk, and treasurer, and generally a city superintendent of schools.

STATISTICS. *a*

Cities and large towns.	Estimated population.	Youth of school age.	Enrolment in public schools.	Per cent. of attendance on enrolm't.	Teachers.	Expenditures.
Appleton.....	8,000	2,478	1,580	70	28	\$19,592
Fond du Lac.....	15,000	5,713	2,778	86	47	27,578
Green Bay.....	8,037	2,068	1,167	63	18	8,604
Janesville.....	11,000	3,610	1,665	77	43	19,710
La Crosse.....	17,000	3,968	2,199	96	37	47,268
Madison.....	18,143	3,951	1,650	91	32	28,272
Milwaukee.....	120,000	36,054	16,054	57	232	180,165
Oshkosh.....	18,000	5,409	2,485	93	49	27,867
Racine.....	15,000	5,287	2,302	70	43	31,352
Watertown.....	9,500	3,672	1,247	83	20	11,987

a These statistics are taken from the State report for 1878.

ADDITIONAL PARTICULARS.

Appleton had 6 schools with 3 or more departments and 1 with 2 departments; 4 teachers with first grade certificates and 23 with third grade; 1 private and 2 church schools, with 3 teachers and 200 pupils, besides those taught in public schools; total enrolment, 1,780.

The *Fond du Lac* public schools were taught in 19 buildings, with 47 rooms, by 4 men and 43 women, all with third grade certificates; the former received an average of \$800 a year and the latter \$395.35. Seven private schools, all but 2 of them denominational, had an attendance of 300 pupils, making a grand total of 3,078 in all classes of schools.—(State report.)

Green Bay had 6 school buildings with 15 rooms. All her 18 teachers held third grade certificates. Besides the public school enrolment, 500 pupils attended 4 private or church schools, under 12 teachers, making a total of 1,667 pupils and 30 teachers in all schools.

Janesville had 6 school buildings, containing 32 rooms. All the schools had 3 or more departments. The buildings were all of brick or stone, and were reported to be in good condition. Four private or church schools had 250 pupils, under 8 teachers, so that, including these and the city schools, a total of 1,915 children were under instruction for the year. Of the 35 teachers employed at the date of the report, 23 were trained in the city schools and 15 were graduates of the high school, which last had, during the year, 134 pupils.

La Crosse, with 9 school buildings and 37 rooms, was obliged to provide additional accommodations, and erected a new high school building at a cost of \$23,500. A new and extended high school course, embracing bookkeeping and fundamental branches, is said to have worked well. In 6 church schools and 3 private ones 700 pupils were instructed by 14 teachers, making, with the city schools, 2,899 youth, under 51 teachers. The city district schools all have a uniform course of study, which requires 7 years for its completion below the high school. In 2 schools, German is optional.

Madison, the State capital, had 9 school buildings, 8 of them of stone or brick. Of the 29 teachers employed at the date of the report, 6 held first grade certificates and 23 second grade. Adding the 600 pupils and 14 teachers in private schools to those of the city schools, it appears that there were, in all, 2,250 pupils out of 3,951 youth of school age enrolled in public or other schools, under 43 teachers.

Milwaukee, with 25 school buildings, all said to be in good condition, and 21 of them of brick or stone, had 197 school rooms. Five new schools were organized during the year 1877-78, one of them a full graded school, 1 a branch, and 3 primary, enrolling 1,910 pupils, under 31 teachers. The whole enrolment in the 25 city schools in October, 1878, was 16,054; average daily attendance, 10,267; teachers employed, 232. A high school department for the city schools is expressly provided for in the city charter. This high school has a normal department, in which special instruction is given in the mental and moral sciences, in the history of education, in school management, and in the art of teaching, with practice in a model school. The total enrolment in the high school for the year was 219; in the normal department, 14. Music, drawing, calisthenics, and German enter into the courses of the city schools. Fifty-five private and church schools, with 8,319 pupils and 222 teachers, made the whole enrolment in all schools for the year 24,373 pupils, under 454 teachers.—(State and city reports.)

Oshkosh had in its 9 school buildings (valued, with their sites, at \$115,000) a total of 59 school rooms. The private and church school enrolment reported was 800 pupils, under 15 teachers; number in all schools, 3,285, with 64 teachers.

Racine reported 9 school buildings, with 42 rooms; 11 other schools, all but 3 under some church control, had 675 pupils, under 23 teachers, making the total enrolment in all schools 2,977, under 66 teachers.

Watertown, with 5 school buildings and 1 in process of erection, had 20 rooms for her city schools. Six private and church schools besides had 475 pupils and 9 teachers, bringing up the whole school attendance to 1,722, under 29 instructors.

All the above named cities appear from the State report to have school libraries containing from 50 to 1,200 volumes, the library having the largest number of volumes belonging to Racine, while the highest cash valuation of a library is at *Watertown*. It may be added further that the statistics of city schools are given in the Wisconsin State report with an unusual fullness that is very gratifying. From them we learn that, of 45,924 children over 4 and under 20 years of age enrolled as pupils in the different cities of the State (including some smaller ones not mentioned above), 42,286 were between 4 and 15 years of age, the remaining 3,638 being largely in city high schools. They also show that 15,926 pupils in the cities attended private or church schools only, against 42,983 different pupils in the public schools.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The four State normal schools are reported to have been in a satisfactory condition in 1877-78. There was an enrolment during the year of 1,885 students in all departments, normal, preparatory, and model. The normal students numbered 873, of whom 212 belonged to the *Platteville* school, 270 to that at *Whitewater*, 291 to that at *Oshkosh*, and 100 to the school at *River Falls*. Twenty-four pupils graduated from the full course and received diplomas, the *Whitewater* and *Platteville* schools each furnishing 11 of these and the *Oshkosh* school 2. There were also 77 certificates awarded for completion of the elementary course; 24 of them at *Oshkosh*, 34 at *Whitewater*, and 19 at *Platteville*. No class in either course has yet graduated at *River Falls*.

A growing appreciation of the value of these schools is shown by the continued large attendance and the increasing demand on them for teachers. Fifty of the 60 counties in the State were represented by the students in 1878.

Each year's experience shows more clearly the importance of supplementing theory by practice in normal school work. Accordingly, to provide the most favorable conditions for practice teaching, that branch in the several schools has been placed in the immediate charge of a director, under the general direction of the president of the board of regents. It is hoped thus to secure more careful, constant, and intelligent supervision and criticism.—(State report.)

NORMAL TRAINING IN COLLEGES.

Normal training is provided to some extent in *Milton College*, *Milton*; in *Galesville University*, *Galesville*; in the *Northwestern University*, *Watertown*; and in the *State University*, *Madison*. In the last a course of 35 lectures in didactics forms a part of the studies of the senior year.—(Catalogues.)

TEACHERS' INSTITUTES.

Institute work was vigorously carried on through the year, and with good reason, this being, it is said, almost the only source of professional suggestion and help within the reach of a large number of the teachers.

There were 66 institutes held during the year, of which 31 were each one week in duration and 35 each two weeks. They were attended by 4,944 teachers, nearly 400 more than the previous year. A large share of the instruction was given by 4 regular institute conductors, professors in the State normal schools. The outline of instruction to be given was prepared in the winter by the regular conductors, published, and sent to the different county superintendents to be distributed among the teachers for use at the institutes.

Superintendent *Whitford* says that a careful observation of the work done, excellent as it is, convinces him that in two respects, at least, marked improvement should be made: First, a much larger number of teachers should attend (less than half the public school teachers of the State being present last year); and second, more teachers in attendance should take a really active part in the exercises.—(State report, 1878.)

EDUCATIONAL JOURNALS.

The *Wisconsin Journal of Education*, a monthly published at *Madison* under the joint editorship of the State superintendent and his assistant, furnished in 1878, as in preceding years, valuable aid to the teachers of the State by numerous articles on methods of teaching and information as to State school affairs.

The *New Education*, a monthly devoted to Kindergarten training, published at *Milwaukee*, continued during 1878.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Eighty-five high schools reported in 1878. This is an increase of 27 schools in a year, 12 of them having been organized under the law of 1875 and 15 under the amendment of 1877.

The whole number of pupils registered was 6,827; average daily attendance on each school, 54; number of teachers, 176. Of the 6,827 pupils, 2,114 studied the common branches only; 2,987, algebra or geometry; 3,293, natural sciences, including physiology and physical geography; 1,001, modern languages, and 1,237, ancient languages.

The high school system of the State, though tested only for a brief time, has been productive of such excellent results that the superintendent says it is regarded with approbation throughout the State. The law passed in 1878, however, makes several important changes in it, and some which in the opinion of the superintendent should be repealed. For instance, the benefits of the law are restricted to high schools which have been taught in buildings not used for other school purposes, thus excluding a large majority of the high schools in the State. Moreover, in the case of all schools assisted, the period of aid is limited to three years. Among other amendments which he thinks ought to be made to the law as it stands, Superintendent Whitford urges a restoration of the provision which gave the State the privilege of exercising supervision over the courses of study pursued in these schools and over the standard of qualifications for the admission of pupils to them. He thinks that the free high school year should be made the same as the common school year; that opportunity should be given to districts to organize under the law when they are not situated in cities and incorporated villages, but still maintain graded schools with at least two departments and with a sufficient number of pupils to form high school classes; that the boards of education in the independent cities should exercise full control over the free high schools operating under their jurisdiction, and that this power should not be transferred, as provided in the new law, to other boards in the same municipalities.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Wisconsin*, at Madison, found the year 1877-'78 in many respects the most prosperous in its history. There was in all departments an enrolment of 449, an increase of 61; the total in collegiate branches, including special students, was 280, one-fourth of them women. Among other evidences of progress are the erection of a new assembly hall and library building; an astronomical observatory; important additions to the library, which now numbers nearly 9,000 volumes; the creation of a professorship of rhetoric and oratory; the establishment of a course of lectures in didactics; and the addition of 10 scholarships of \$50 each, the enjoyment of which is limited to students of Scandinavian origin. The peculiar features of each course of study have been made more prominent and a freer option between studies and an easy substitution of them in the terms of graduation provided. President Bascom renews his statements as to the health of women at the university. The record, he says, continues to show much less interruption in work by sickness among them than among the men. The members of the board of visitors with one exception are in harmony with the president respecting coeducation at the university. "We do not concur," they say, "in the criticisms made by some upon the system of coeducation, and we are on the whole not ill pleased with the evidence of physical strength on the part of the ladies; but we think there is much yet to desire in that respect." The course includes subfreshman classes, substantially the preparatory department of the university; but it is intended to discontinue all preparatory work as soon as possible. It is proposed to leave to the high school at Madison the task of preparing all students who desire to enter the university from that place, a course which it is hoped to pursue in other cases as the high schools improve.—(State report, 1878.)

The other universities in the State are Lawrence, Galesville, and Northwestern; the colleges, Ripon, Milton, Beloit, Racine, and St. John's. Pio Nono College has heretofore been included under institutions for superior instruction, but it appears to be substantially an academic school, its course of instruction comprising only the English, French, and German languages, mathematics, bookkeeping, and history. Carroll College, Waukesha, still remains among the academics; Wayland University, Beaver Dam, among preparatory schools. All except those above excluded had in 1878 pre-

paratory departments of 1 to 3 years and classical collegiate ones of 4 years; and all except the Northwestern University had also scientific courses of 4 years; Lawrence, an academic of 4 and a commercial of 2 years, and schools of music and art; Ripon, a musical and literary course of 3 to 4 years.

Milton College secured again in 1878 the services of Professor Searing, who, at the close of his term as State superintendent, returned to his old position as professor of Greek language and literature.—(Wisconsin Journal of Education.)

At *Racine*, the abolition of the daily marking system, which was accomplished two years ago, has resulted very beneficially, and neither professors nor students would be willing to return to the old plan. Students now rank according to the results of monthly and annual examinations, and no student who fails to pass the annual examination creditably is allowed to join his class at the beginning of a new year until he has satisfactorily made up the work on which he failed.—(Wisconsin Journal of Education.)

Ripon College has received a legacy of \$5,000 from the late Rufus Dodge, of Beaver Dam, Wis., as a permanent fund to aid young women of limited means in obtaining an education.—(New-England Journal of Education.)

For locations and statistics of the universities and colleges above mentioned, see Table IX of the appendix following; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Six of the universities and colleges before mentioned admit young women as well as young men to their privileges. These are the State, Lawrence, Northwestern, and Galesville Universities and Ripon and Milton Colleges.

For institutions specially devoted to the superior instruction of young women, see Table VIII of the appendix, and for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding. Of two such institutions bearing collegiate names, the Milwaukee Female College and the Wisconsin Female College, at Fox Lake, State Superintendent Whitford reported in 1878 that, though doing efficient work, they were at that time giving instruction only in academic studies.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State university provides instruction in agriculture, civil engineering, mining and metallurgy, mechanical engineering, and military science. An important aid to scientific study has been supplied in an astronomical observatory, due to the liberality of ex-Governor C. C. Washburn. It has been placed in the hands of the well known astronomer, Prof. James C. Watson, of Michigan University.—(Catalogue, 1877-78.)

As before said, Lawrence and Galesville Universities and Beloit, Milton, Racine, and Ripon Colleges had in 1878 scientific courses covering 4 years, and Lawrence also one in civil engineering, which is a modification of the scientific, including industrial and topographical drawing, descriptive geometry, and a variety of engineering studies.

For statistics of scientific schools reporting, see Table X of the appendix following, and the summary in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given in the seminary of St. Francis of Sales, St. Francis Station (Roman Catholic), organized in 1856 and chartered in 1877. In 1878 there were 250 students and 32 graduates. The "full course of study" covers 10 years, but how much of it is purely theological does not appear.—(Return.)

The Nashotah Theological Seminary (Protestant Episcopal), with 5 professors, enrolled 21 students and graduated 4 in 1878.

A two years' course in *law* is provided by the law department of the University of Wisconsin. The method of instruction is by lectures, reading under the direction of the professors, and weekly moot court practice. The university has announced that no student will hereafter be graduated who has not given two years to the study of law and passed a satisfactory examination, one of these years to be spent in the studies of the law school and the examination to cover the whole field of study for both years.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Institution for the Education of the Deaf and Dumb*, Delavan, had 180 pupils during the year, with an average attendance of 140. The plan of instruction does away with the sign language as soon and as entirely as possible, replacing it with verbal language, either written or articulate. Nearly one in four of the pupils received instruction during the year in articulation and lip reading, many of them making satisfac-

tory progress. In the first 3 grades, pupils are taught the meaning of words, how to combine them into sentences, and the first principles of arithmetic and geography. In the fourth grade the common school text books are taken up and thenceforward the exercises and methods of instruction are similar to those in other schools. During the year 15 boys were taught the use of wood working tools, 27 were employed in the shoeshop, and 8 pupils (3 girls and 5 boys) received instruction in type setting. The girls are taught housework and all varieties of sewing. A fire having destroyed the building on September 16, 1878, the exercises just resumed were continued in a temporary building which was erected immediately.—(State report, 1878, and report of the institution.)

The *Catholic Deaf-Mute Institution*, at St. Francis Station, was opened in May, 1876, and in 1878 a substantial brick building suitable for 70 or 80 pupils was erected. The support of the school will be derived from pay pupils and from alms.—(Report for 1878 of State board of charities and reform.)

The *Wisconsin Phonological Institute*, a private institution for the instruction of deaf-mutes, was opened in Milwaukee January 14, 1878. There were 17 pupils under instruction during the year. The plan pursued is that of lip reading and articulation, the studies being the ordinary English branches.—(First annual report.)

EDUCATION OF THE BLIND.

The Institution for the Education of the Blind, Janesville, in 1878 occupied its new building erected to replace the one destroyed by fire in 1874. Ninety persons were under instruction during the year, of whom 43 were males and 47 females. In the literary department the branches taught besides the fundamental English ones are physiology, English literature, mensuration, natural philosophy, and natural history. Pupils in the musical department are taught to perform on the piano, organ, and violin. They learn also the theory of music, orchestral music, and vocal music in classes. The industrial department affords instruction in broom making, caning chair seats, bead-work, hand and machine knitting and sewing, crocheting, and other fancy work. A little has been done, too, in weaving carpets. Both boys and girls learn cane seating.—(Report for 1878 of State board of charities and reform.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, at Waukesha, supplies to some extent the want of a truancy law for the State and is a valuable auxiliary to its educational work. There are more than 400 boys in its educational department proper who if not here would nearly all be truants and many of them even worse. During 1878 there were 527 pupils under instruction, and at the date of the report 419. The buildings are overcrowded and the legislature is asked to make provision for their enlargement. Boys are committed to the school by the courts until the age of 21, but release may be obtained sooner by good conduct. Many of the children sent here have been guilty of no crime, but are simply dependent and homeless. Between 25 and 40 per cent. of the number now in school, according to the report of the State board of charities and reform, ought to be provided for elsewhere, and the establishment of a State public school for them similar to that in Michigan is recommended.

The *Wisconsin Industrial School for Girls*, near Milwaukee, was organized in April, 1875. Though assisted by State and city, the institution is a private one, and is under the control of charitable women. The State legislature gave \$15,000 for a building and the city of Milwaukee eight acres of land valued at \$20,000. All the pupils receive a good English education and instruction in household work. The aim is also to give each one who shows any adaptability for it some trade, such as dress making, millinery, tailoring, &c. There were at the date of the report 43 inmates, all girls but 5. Since the organization of the school 160 pupils have been received, of whom 25 were placed in homes.—(State report.)

St. Rose Industrial School, Milwaukee, gives its inmates who have sufficiently advanced in elementary studies a preparation for employments for which they show an aptitude; those of dressmaking and of sales-clerks in stores are mentioned. The young people during their apprenticeship have a home at the institution; when they begin to receive wages suitable boarding houses are found for them by the Sisters of St. Rose.—(Letter.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-sixth annual meeting of the Wisconsin Teachers' Association was held at Geneva Lake, commencing July 16, 1878. Among the topics considered were Kindergarten instruction, the high school question, the metric system, and spelling reform. Miss S. A. Stewart, of the normal department of the Milwaukee public schools, read a paper on "The relations of the Kindergarten to the public schools," which was followed by an animated discussion, the general drift of which was in favor of test-

ing the principles and methods of the Kindergarten in connection with the primary departments of the public schools. A resolution was adopted urging the normal school board to consider the advisability of establishing a Kindergarten in connection with one or more of the normal schools. The high school question came before the association in a paper by Mr. A. F. North, of Pewaukee, on "The just limitations and conditions of the control and support of education by the State;" also in one by Professor Kerr on "Standards of admission to college." The question of providing a course of study for ungraded schools having been discussed by leading teachers and school officers of the State during the last nine years, and in a few sections a full curriculum for the district schools having been devised and successfully introduced, the association adopted a course of study for such schools recommended by a committee appointed at the semi-annual session in December, 1877.—(State report, 1878; Wisconsin Journal of Education.)

The semiannual session was held December 25-28, 1878, at Madison. Among the papers read were "Educational exhibits at county fairs," "Educational exhibits at the annual meetings of the association," "Relation of education to politics," "The function of geography in a course of study," "The relations of schools to public health," and "School work in Wisconsin as affected by recent legislation," the last being by State Superintendent Whitford. It was followed by a discussion of the recent changes in the high school law of the State, and the association resolved that "those changes are on the whole most injurious to the educational interests of the State and really destructive of the purposes for which the law was instituted." A committee was appointed, with the State superintendent as chairman, to secure such legislation concerning the free high school system as shall afford relief for 1878 to those schools which have suffered from the revision of the law.—(Wisconsin Journal of Education.)

CONVENTION OF SUPERINTENDENTS.

The annual session of county and city superintendents was held at Madison December 26, 1878. It was attended by 32 superintendents, 25 from the counties and 7 from the cities. Two afternoons were filled with the reading of well written papers and with animated discussions. Three of the four women who hold the office of county superintendent in the State were present and took a prominent part in the exercises. Among the subjects discussed were a course of study for country schools, the study of the constitution in the common schools, and coöperation of school district boards and patrons with county superintendents.—(Wisconsin Journal of Education.)

MEETING OF INSTITUTE CONDUCTORS.

A meeting of institute conductors was held at Geneva Lake in connection with the Teachers' Association, about 40 persons being present. Four sessions were held, and notwithstanding unfavorable weather the attendance and the interest were good. The subjects considered were "Physiology in the district school," by President Parker; "Physical geography in the district school," by President Albee; "Method of teaching drawing in the elementary schools," by Prof. Charles F. Zimmerman, of Milwaukee; "The phonic chart," by Prof. A. Salisbury; and the course of study for district schools adopted by the State Teachers' Association.—(Wisconsin Journal of Education.)

OBITUARY RECORD.

PROFESSOR STEPHEN H. CARPENTER, LL.D.

This respected gentleman, born in 1831 at Little Falls, New York, died at Geneva, in the same State, December 7, 1878. Trained for his life work at Munro Academy, Hamilton College, and Rochester University, he graduated from the last named in 1852, and removed in the same year to Wisconsin. Serving there for two years as tutor at the State university and for two years more as assistant State superintendent, he then went to St. Paul's College, Missouri, where he spent two years in the chair of ancient languages. Returning to Wisconsin he first served as superintendent of schools in Dane County, and in 1866 was again connected with the university, in which from 1863 he was professor of logic, rhetoric, and English literature till his death in 1878. In the Wisconsin Journal of Education, from which this account of him is derived, he is said to have been preëminent in natural ability, varied and accurate in his attainments, clear and logical as a thinker, a teacher of singular skill and usefulness, and a man of high moral and religious purpose.

PROF. WILLIAM J. L. NICODEMUS, C. E.

Professor Nicodemus, of the University of Wisconsin, was born in Virginia August 1, 1834, and graduated at West Point in 1858. Entering the Army he served in its minor offices till the outbreak of the civil war, when he was promoted to a first lieutenancy, and for gallant conduct in the battle of Valverde was brevetted major and subsequently made colonel of volunteers; he then took charge of the Signal Corps of

the Army of the Potomac till the end of the war. In 1869 he was detailed from the Army with the rank of captain for service at the Western University of Pennsylvania, Pittsburgh; chosen in 1870 to fill the chair of military science and civil engineering at the University of Wisconsin, he continued in it till his death. He is spoken of in the Journal which announces his decease as one of the most beloved and useful of the professors at the university.—(Wisconsin Journal of Education.)

CHIEF STATE SCHOOL OFFICERS.

Hon. WILLIAM C. WHITFORD, *State superintendent of public instruction, Madison.*

[Second term, 1880-1882.]

Rev. J. B. PRADT, *assistant superintendent, Madison.*

ALASKA.

Little information has reached the Office in regard to education in Alaska. The absence of all law or provision for the protection of life and property or for the organization of society affords little encouragement to the friends of progress in that Territory. The Office has no direct information from the schools required to be taught by the contract of the Alaska Commercial Company. It has learned that the bishop of the Greek Church is hoping to reopen schools among the children of the members of that church in the near future.

The following interesting statement has been received from Dr. Sheldon Jackson :

OFFICE OF THE ROCKY MOUNTAIN PRESBYTERIAN AND
PRESBYTERIAN HOME MISSIONS FOR THE TERRITORIES,
Denver, Colo., December 30, 1878.

DEAR SIR: The school work of the Presbyterian Church has had a prosperous year in Alaska. Early in the spring, Rev. John G. Brady, of New York City, and Miss Kellogg, of Northern New York, reached Sitka, and at once opened a school in one of the Government buildings. The attendance reached 80. This school continued through the year, without vacation. The progress of the pupils was very gratifying to the teachers. Mr. Brady made two extensive canoe trips among the islands of the Alexander Archipelago to ascertain the condition of the native population. He was surprised and gratified to find that the inhabitants of the several villages visited knew of his school at Sitka. In some of the villages he was waited upon by a delegation of the principal men, with the earnest request that teachers might also be sent to them.

At Fort Wrangell Mrs. A. R. McFarland was reinforced by the arrival, in August, of Rev. S. Hall Young, of Parkersburg, W. Va. Early in October Mrs. McFarland felt compelled to open a boarding school, in order to give shelter and protection to several girls whose own mothers were about to sell them for a few blankets to white men for base purposes.

The practice of selling their daughters has been a great hindrance to the school work. The brightest and most promising pupils were in the greatest danger. As a girl made progress in the school it manifested itself in her outward deportment and personal appearance. Her dress was kept more tidy, her hair combed more smoothly, her face and hands better washed, and intelligence lighted up her countenance in the place of the former dull stolidity. This made them more attractive to the white men who offered correspondingly more for their possession. We hope, however, that through the Industrial Home we can not only save them from lives of shame but also train them up to be the future Christian teachers, wives, and mothers of their people.

Another great hindrance to our school work has been the practice of witchcraft. One morning Mrs. McFarland found that two of her adult women pupils had been seized the night before for witchcraft. The women were taken down to the beach and held under the waves until they were nearly dead. Dragged by the hair over the rocks on the beach until the clothes were torn from their persons and their bodies badly bruised and lacerated, they were then taken to one of the native houses, bound hand and foot, and tortured by their captors until one of them died; the other one was finally rescued. As several such scenes occurred during the year, the attendance on the school was interfered with.

A few weeks ago Rev. Mr. Young held a five days' convention with the leading men of the tribe to learn what could be done toward the prevention of these practices. The results of the convention remain to be seen.

Another great hindrance has been the absence of all law and recognized forms of government. This has been partially remedied by the enactment of a few simple rules by the Christian natives and the appointment of an unpaid police from among themselves.

In the earlier part of the season there were a thousand men from the Cassiar mines wintering at Fort Wrangell. In the absence of all law, gambling, drunkenness, licentiousness, and debauchery were rife. On every hand were raving drunkards and groaning victims. Crime became so prevalent that at length some of the Christian Indian chiefs requested Mrs. McFarland to call a convention of the natives. This was done. Mrs. McFarland was chosen the presiding officer. This constitutional convention lasted three days; a few simple laws were adopted and a native police force was appointed. During the excited discussions in the convention a prominent heathen chief, shaking his fist in an excited manner at Mrs. McFarland, said in substance: "Madam, you think you are safe. But I tell you that if you continue to stir up divisions among

us, you are not safe. I advise you to send down to San Francisco for a gunboat, for we will kill you."

But notwithstanding the hindrances arising from the sale of girls, from witchcraft, and from want of law, the school made steady and gratifying progress. It has also established a reputation among the tribes up and down the coast, so that in some instances chiefs have left their people and come and asked to be allowed to enter her school as A B C scholars, stating that when they had learned what they could they would return and teach their people. One prominent chief that had come many miles in his canoe to attend school said to her: "You come and teach all the Stickeens, and all the Hydalis, and Tongas about God. Nobody come and teach my people. My people all dark heart. By and by all my people die. Then they go down, down, all dark!"

Surely the American people, when their attention is called to the condition of affairs in Alaska, will not deny these people the opportunity of getting an education. We have recently issued an appeal to our church for funds to erect buildings for the school and Girls' Industrial Home at Fort Wrangell. When these funds are secured we hope to enlarge our work in that section.

An accomplished teacher, Miss Maggie J. Dunbar, of Steubenville, Ohio, has been placed in commission and will go out this coming spring. It is also proposed that next summer Rev. Henry Kendall, D. D., one of the corresponding secretaries of our Board of Home Missions, and myself visit our work in Alaska.

Very truly yours,

SHELDON JACKSON.

Hon. JOHN EATON,
Bureau of Education, Washington, D. C.

ARIZONA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21).....	-----	3,069	-----	-----
Enrolled in public schools.....	903	2,740	1,837	-----
Average daily attendance.....	580	890	310	-----
SCHOOLS.				
School rooms for study.....	28	-----	-----	-----
Average duration of school in days	190	124	-----	66
Estimated value of school property.....	\$44,436	\$47,479	\$3,043	-----
TEACHERS.				
Men teaching.....	6	19	13	-----
Women teaching	25	18	-----	7
Whole number	31	37	6	-----
Average monthly pay of men	\$100	\$91	-----	\$9
Average monthly pay of women.....	50	74	\$24	-----
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$20,708	\$21,396	\$688	-----
Total expenditures	18,407	21,396	2,989	-----

(Report of the Commissioner of Education for 1877 and return for 1878 from Superintendent M. H. Sherman.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These consist of a territorial superintendent of public instruction; a territorial board of education; county superintendents, the probate judges acting as such; county examiners, 3 for each county, appointed by the superintendent of public instruction; and district trustees, 3 for each school district, elected by the people. The board of education is composed of the governor, the superintendent of public instruction, and the treasurer of the Territory, the governor being chairman and the superintendent of public instruction secretary of the board.

OTHER FEATURES OF THE SYSTEM.

The law requires that school funds shall be raised by a territorial tax of 15 cents on the \$100, a county tax of 50 to 80 cents on the \$100, and where these prove insufficient for maintaining school three months, a special district tax to be voted by the people. This money is apportioned to each county in proportion to the number of children who have attended school three months previously. To receive it the schools must be entirely undenominational and unsectarian, be taught by regularly licensed teachers, and have the uniform series of text books prescribed by the territorial board. The school officers are to send in annual reports to those appointed by law to receive them. The teachers receive a license to teach after being examined and approved by the county examiners or by the territorial board. The minimum school term consists of 60 days. The law requires the attendance in public schools of all children 3 to 14 years old not otherwise taught for at least 16 weeks where the school term is sufficient. A census of children of this age, and also of all between 6 and 21 years old, is required to be annually taken in each school district.—(Latest school law.)

GENERAL CONDITION.

Even the few statistics received show the advantage of having a superintendent who can give his whole attention to school work, as was the case for the first time in 1878. The figures present an increase of 1,837 pupils in the public schools and of 310 in average attendance; 13 more men were teaching, against 7 fewer women, making a total increase of 6; the wages of men fell somewhat and those of women advanced considerably as compared with the figures reported last year; receipts and expenditures for schools both show advance; and the only important falling off is in the length of school term, possibly from lack of the provision since made for a local district tax to lengthen the annual session.

As to the physical conditions likely to affect the educational future of the Territory, Governor Frémont said in his message to the legislature, January, 1879:

"There are peculiarities in Arizona that make the subject of education of special interest and worthy of special fostering. The climate is favorable to animal life. Children born or growing up here will be of unusually healthy bodies and sound minds; for, joined to advantages of situation and climate, the probabilities are that the parents who have the will to come here to live have also more than the average energy and capacity. This was indisputably the case in California, and doubtless will be so here. We shall therefore have good material in the children, and every possible means should be employed in preparing it for use. And we have a peculiar advantage in the fact that there is here a great unworked field in which to employ this good material when it has received the proper training. The region is new and has besides fields of labor not common to the older States. The great variety and abundance of minerals diffused over the Territory make mining a distinct branch of industry which will require trained mining engineers. The unimproved surface of the country will give abundant employment to civil engineers in the building of roads, aqueducts, and canals. Mining schools and colleges and great educational institutions will grow up. A single mining district in Saxony was sufficient to build up and maintain the city of Freiberg with a population of 30,000 and a mining academy which has been famous the world over for more than a century. The prosperity of the city and its great academy rose or fell with the mines, which in late years justified an enormous expenditure in mining works — and all from a yearly product not equal to the present ascertained annual yield of Pinal County. The singular purity and clearness of the atmosphere, which Humboldt says is peculiar in its composition on this coast, specially fit it for astronomical observations. The brilliancy and apparent contiguity of the heavens are not surpassed in any part of the world where I have been. The cloudless skies in the higher parts of the country, free from mists or moisture, where fixed periods of uninterruptedly clear weather may be relied on, would make this a chosen spot for observations of the great astronomical phenomena, and an observatory may grow up here to become famous in the history of that science. The intensity of its thunder storms, the highly charged electric condition of its atmosphere, and its peculiar effects in certain localities will bring the Territory into large communion with the great weather posts which are being planted about over the earth, and it will contribute its valuable quota to the increasing knowledge in this progressive and useful study."

SUPERIOR INSTRUCTION.

A TERRITORIAL UNIVERSITY.

A law exists for the establishment of a University of Arizona, to be under the control of a board of regents composed of the governor, the judges of the supreme court, and three resident property holders of the Territory; it is to be sustained by the proceeds of the university lands granted by the United States, by individual gifts and territorial appropriations, and to be set on foot as soon as the accruing funds shall be sufficient. Its departments are to be, first, one of literature, science, and the arts; second, one of natural history, including a history of the Territory; third, such others as the regents shall deem necessary and the condition of the university fund allow.—(New edition of school law.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. MOSES H. SHERMAN, *territorial superintendent of public instruction, Prescott.*

[Term, February, 1879, to January 11, 1881.]

DAKOTA.

STATISTICAL SUMMARY.¹

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 21).....	11, 046	12, 201	1, 155	.....
Enrolled in public schools.....	6, 431	7, 150	719	.....
Average attendance	1, 404	1, 342	.....	62
SCHOOL DISTRICTS AND SCHOOLS.				
School districts.....	369	401	32	.....
School-houses.....	135	174	39	.....
Ungraded schools.....	235	273	38	.....
Graded schools.....	5	14	9	.....
Value of school property.....	\$37, 037	\$60, 319	\$23, 282	.....
TEACHERS AND THEIR PAY.				
Men teaching.....	100	141	41	.....
Women teaching.....	154	189	35	.....
Whole number of teachers.....	254	330	76	.....
Average monthly pay of men.....	\$33 03	\$37 16	\$4 10	.....
Average monthly pay of women.....	29 50	26 54	.....	\$2 96
INCOME AND EXPENDITURE.				
Total receipts for public schools.....	\$37, 669	\$72, 950	\$35, 281	.....
Total disbursements for public schools.....	27, 362	59, 793	32, 431	.....

¹ In a letter from the new superintendent, Mr. Beadle, he says that not over half of the counties reported their statistics, so that many of the figures here given should be doubled.

(From report of Hon. W. E. Caton, territorial superintendent of public instruction for 1877 and 1878.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These consist of a superintendent of public instruction, nominated by the governor and confirmed by the council at each biennial session of the legislative assembly; county superintendents, with 2 years' terms, elected like other county officers; a director, clerk, and treasurer for each school district, chosen at the annual school meeting for three years, with change of one each year.—(School law.)

OTHER FEATURES OF THE SYSTEM.

The law requires that at the time of the annual assessments a poll tax of \$1 be levied on each elector in the county for the support of district schools; also 3 mills on a dollar upon all taxable property. Besides the revenue from these sources, each district is by law to receive for the benefit of the schools a portion of the money from fines, forfeitures, sale of estrays, and payments for exemption from military duty. The qualified voters in each school district may also vote an annual tax of not over 2 per cent. towards buying sites and building, hiring, or repairing school-houses; of not over 2 per cent. for teachers' wages and incidentals; of not over 1 per cent. for the furnishing of school buildings; and of \$25 a year for a district library. The school fund is apportioned to each school district in proportion to the number of children between 5 and 21 years of age residing in the district, provided the district schools were maintained 3 months in the year, the annual school meeting was held within 30 days of the time appointed by law, and the annual report sent in within the forty days speci-

fied by law.¹ A public examination, to decide upon the learning, ability, and moral character of persons offering themselves as teachers, is held twice a year by each county superintendent, and certificates to such as are qualified are granted for not less than 3 months nor more than one year. A territorial teachers' institute, not continuing more than 10 nor less than 4 days, is to be held each year, and \$100 of the territorial fund is allowed for expenses. County institutes, of not less than one nor more than four weeks in length, are also to be held when 11 or more teachers in the county desire the same, \$50 of the territorial fund to be used to defray expenses.—(School law.)

GENERAL CONDITION.

Superintendent Caton states that the very extensive immigration into the Territory during 1877-'78 was not met by a corresponding increase in the facilities for the education of children. This was owing partly to the lack of interest in school matters always found in new countries, and partly to the fact that the settlements were not made in organized territory. Several counties did not report at all in relation to school matters, yet the statistics received present an increase in youth of school age and in enrolment. There were 32 new school districts, 47 more schools (9 of them graded), and 39 new school-houses; the extra schools necessitating the employment of 76 additional teachers. Of the 174 school-houses reported in the Territory 130 were frame, 38 log, 4 brick, and 2 stone. The value of school property rose more than \$23,000. Notwithstanding the lack of interest in school matters referred to by Mr. Caton, marked improvement was made at certain points. In the city of Bismarck the public schools, comprising 2 departments, made most satisfactory progress under the charge of earnest and experienced teachers, and a substantial brick school-house, costing \$5,000 and containing two commodious rooms, was built during the year. There was also a private school, called St. Mary's Academy, in the same city, with 4 teachers and 82 pupils. Excellent reports were received from the Indian mission schools at Standing Rock Agency, the pupils of which have adopted citizens' clothes and present a marked change for the better in both deportment and appearance.—(Territorial report.)

CITY SCHOOL SYSTEM.

YANKTON.

Officers.—These consist of a board of education numbering 8 members, who are elected for terms of four years, with change of one-fourth each year. The secretary of the board is ex officio superintendent of the city schools.

Statistics.—Population in 1878, 3,161; youth of school age, 970; enrolment in public schools, 752; average attendance, 474; number of teachers, 11; expenditure, \$10,924.

Additional particulars.—The curriculum embraces a course of 4 years each in the primary and grammar grades, with a high school course of 3 years. The district purchases the books used in the schools and sells them to the pupils at cost. The common school branches are taught as well as those which belong to a high school course. The 8 school rooms owned by the city, with 10 leased by the board in 1877-'78, held 531 sittings; but the lowest primary grades were so crowded that the half day system was commenced in the winter term and continued throughout the school year.

TRAINING OF TEACHERS.

NORMAL TRAINING.

The superintendent of Yankton County public schools deplores the lack of normal schools and says that only three or four teachers in the county have had normal school training. He thinks that the great need of Dakota is such a school, and to make up this lack in a slight degree he urges teachers to attend the teachers' institutes.—(Report of territorial superintendent.)

TEACHERS' INSTITUTES.

Most of the counties in Southern Dakota held successful teachers' institutes in 1877-'78. The institute in Clay County was in every way a success, being held for one week with an enrolment of 50 teachers and a daily attendance of 35. The one at the county seat of Union County was reported successful both on account of the character of the work and the attendance of teachers and school officers.

SECONDARY AND SUPERIOR INSTRUCTION.

PUBLIC HIGH SCHOOL.

The high school at Yankton had sittings for 36 pupils, and was taught by 2 teachers, including the superintendent a part of the year. The school in 1877-'78 received

¹New districts, however, receive one year's apportionment, irrespective of the length of school term.

high school pupils only. Raising the standard of admission diminished the number of scholars, but enhanced the value of the work done in the school. The 2 graduates received diplomas indicating a creditable completion of the 3 years' academic course.—(City report for 1877-'78.)

COLLEGES.

So far as is known to this Bureau, no institutions for either classical or scientific collegiate instruction had been organized in this Territory up to the close of 1878.

EDUCATIONAL CONVENTION.

TERRITORIAL INSTITUTE.

The seventh annual session of the Territorial Teachers' Institute was held at Sioux Falls September 24-28, 1878, and although the attendance was not very large the good done the schools of that part of Dakota is said to have more than repaid the time and money expended. Hon. W. E. Caton addressed the teachers on the necessity of both territorial and county institutes and on the need teachers and superintendents have of more thorough preparation for their work. The first four days were devoted almost entirely to the views of different educators on the best methods of teaching the ordinary branches. Changes in school laws, teaching and how to teach, the Kindergarten system, chemistry in the public schools, school supervision, duties of parents and teachers, the examination of teachers, and the necessity of establishing county high schools were discussed at the evening sessions, the exercises being interspersed with music and recitations. A resolution was passed petitioning the legislature for uniformity of text books throughout the Territory. In an essay sent by Mrs. Linda W. Slaughter, superintendent of Burleigh County, the need of a course of training for teachers was advocated. Superintendent C. C. Bridgman thought it advisable that each county superintendent should visit the schools under his jurisdiction at least twice during the school year, minutely recording and publishing his observations. The last day of the institute was devoted to a general discussion and investigation of the principles of school policy and government. The exercises are said to have been very interesting.—(Report of territorial superintendent.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. M. H. BEADLE, *territorial superintendent of public instruction, Yankton.*

[Term, 1879-1881.]

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REPORT

OF THE

COMMISSIONER OF EDUCATION

FOR

THE YEAR 1878.

PART 2.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1880.

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population	a131,700	b160,051	28,351	.....
School population (6-17)	a31,671	b38,800	7,129	.....
Colored school population	a10,494	b12,374	1,880	.....
Enrolled in public schools	21,264	22,842	1,578	.....
Colored children enrolled	5,954	7,786	1,832	.....
Total average daily attendance	16,318	18,133	1,815	.....
Average daily attendance of colored pupils.	4,749	5,525	776	.....
Estimated number in private schools.	7,692	5,719	.....	1,973
SCHOOLS.				
Number of school rooms for study	293	322	29	.....
Number of seats provided	17,587	19,006	1,419	.....
Average duration of schools in days..	138	187	.....	1
Value of public school property	\$1,169,614	\$1,181,664	\$12,050	.....
TEACHERS.				
Men teaching in public schools	31	31	.....	.....
Women teaching in public schools	299	339	40	.....
Whole number of teachers	330	370	40	.....
Average monthly pay of men	\$96 17	\$86 55	.....	\$9 62
Average monthly pay of women	71 21	64 08	.....	7 13
INCOME AND EXPENDITURE.				
Total receipts for public schools	\$370,996	\$373,606	\$2,610	.....
Total expenditure for public schools..	370,996	373,606	2,610	.....
a United States census of 1870.				
b School census of 1878.				

(From report of Superintendent J. O. Wilson for 1877-'78 for the District of Columbia and of Superintendent G. F. T. Cook for schools for colored children.)

SCHOOL SYSTEM OF THE DISTRICT.

OFFICERS.

The public schools of the District are governed by a board of trustees composed of 19 members, 14 white and 5 colored, 14 from the cities and 5 from the county. Their chief executive officers are two superintendents, one of the white schools of the cities and of both classes of schools in the county; the other of the colored schools of the cities. The board and superintendents are appointed by the commissioners of the District, who also determine the duration of their service. The executive officers of the board are subboards, superintendents, supervising principals, principals, and teachers, ranking in the order named. The authority of the superintendents extends over all divisions, and it is their duty to enforce the rules and report to the board the condition and requirements of the schools. The subboards act as courts of appeal in the divisions, being subject only to the board.

OTHER FEATURES OF THE SYSTEM.

Separate schools for white and colored children are required by existing laws. The whole are arranged in seven divisions, the first, second, third, and fourth comprising the public schools for whites in Washington; the fifth, the public schools for whites in

Georgetown; the sixth, those of the county; the seventh, the public schools for colored children in Washington and Georgetown.

The term "school" under the system of the District signifies 60 pupils under one teacher in a single room in the cities, an ungraded school in the county numbering but 45. The schools of the cities are all graded and divided by a system which makes a grade equivalent to a year's work. Ordinarily there are in one building schools from 6 to 20 in number, and in all such cases one of the teachers is designated as principal who exerts authority over the pupils when not within their respective rooms. Supervising principals are teachers employed as such one-half the time. They issue tickets of admission to pupils, make and receive reports, and assist in the examinations of schools. Schools of the District are partly mixed as to sex, the school-houses being so constructed as to accommodate either sex or both sexes. Half day schools are permitted in schools of the first and second grades, composed chiefly of children six to eight years old.

GENERAL CONDITION.

The practical working of the system is reported as generally satisfactory. Superintendent Wilson suggests one important improvement: he urges a modification of the present graded system which will admit of elective studies, individual instruction when necessary, and division of labor among teachers. The present method retards the ambitious student and injudiciously crowds studies on the dull one. The Washington Normal School is mentioned as being well established and exerting a beneficial influence on the primary schools. The greatest need of the public schools is at present new school-houses, 104 new school rooms being necessary for the comfortable accommodation of pupils. There are no separate rooms for 13 of the schools, and 56 are in unwholesome and unsound buildings. The board transmitted to Congress in 1878 a statement of the needs of the schools with estimates, but no action was taken. Congress, however, did appropriate \$75,000 to continue the schools till the close of that year, the sum of \$290,000 appropriated for them at the year's commencement having been exhausted in April. The use of Johnson's Cyclopædia as a book of reference was sanctioned. The county contains one-ninth of the school population of the District, and its schools are similar to ordinary country schools, those nearest the city boundaries being partly graded and those more remote ungraded. No new buildings have been erected since 1877, but notable improvement was made in many of the school rooms and houses.

CITY SCHOOLS FOR WHITE CHILDREN.

The enrolment of white children in Washington and Georgetown in 1878 was 13,997 and the average attendance was 11,032 in 225 schools, 82 for boys, 84 for girls, and 59 for both sexes. These figures represent an increase of 892 in the year's enrolment, of 688 in daily attendance, and prove the increase in the number of schools to be among those admitting both sexes. Of the 239 teachers, 225 were women and 14 men; 167 were educated in the public schools of Washington and Georgetown and 94 were graduates of normal schools. In the private and parochial schools, as far as could be ascertained, the pupils numbered 1,973 less than in 1877. The course of study and the system of gradation in the public schools were essentially the same as those previously reported. The two advanced grammar schools, one for boys and one for girls, have been consolidated into a high school with course of study extended to three years, including the highest branches of study and ancient and modern languages. The school comprises all the best scholars from all the grammar schools. A system has been established by which one or more of the public schools may be designated by the committee on teachers as a training school, in which the pupil teachers of the normal school for white pupils may learn by observation and practice methods of instruction and government of children. Drawing with a view to industrial pursuits was successfully pursued in the public schools under the direction of the ordinary teachers, with the aid of a special teacher.

CITY SCHOOLS FOR COLORED CHILDREN.

The colored children of Washington and Georgetown enrolled in the public schools in 1878 numbered 6,515, and their average daily attendance was 5,525, an increase for the year of 561 in enrolment and of 776 in attendance. The largest number of schools during the year was 96, and of the 20 half day schools 15 were of the first grade and the remainder of the second grade. The use of the term seventh division was adopted to signify and include the schools for colored children in both cities, and the original classification of the schools into grammar and primary was changed to the prevailing system by the application of the rules of eight years' gradation. The percentages of attendance, tardiness, and punishment increased in 1878, and the abolition of corporal punishment is deprecated by the superintendent as resulting in a frequency of its alternative, dismissal. Oral examinations were held twice during the year with improving results, and the much needed instruction in penmanship was obtained, a class which included all the teachers of the division having been formed under the tuition of Prof. H. C. Spens-

cer. Two special teachers were employed to teach music in the schools of higher grades, while in those of lower grades instruction in music was a part of the teachers' regular work. A feature of the year's progress in drawing among these schools was industrial drawing, in which two classes were formed, one for boys and one for girls. There were 109 teachers employed, of whom only 13 were graduates of normal schools. The expenditures were \$968 less than those of 1877, and the year was considered by the superintendent one of the most successful in the history of these schools.

COUNTY SCHOOLS.

The whole number of pupils enrolled in the public schools of the county in 1878 was 2,330, an increase of 125, the number of teachers was 41, and the amount expended on the schools was \$42,324. The schools were governed by the system which controls the city schools, with special direction from their own subboard. Most of the schools included several grades and none formed a single grade. The results of the examinations of 1878 were reported as gratifying and creditable to both teachers and pupils. The display of the material furnished by these schools at the annual exhibition of drawing, map drawing, and penmanship in May, 1878, was reported by the superintendent as most encouraging.

TRAINING OF TEACHERS.

NORMAL SCHOOL FOR WHITES.

The Washington Normal School, for white students, receives each year 20 girls who have finished the high school course and desire to become teachers, giving them one year's training. Any graduate of the advanced grammar school for girls over 17 may be admitted to the competitive examination for admission to this school. Since its establishment it has graduated 96 teachers, of whom 83 have been and are in the schools of the District. The training school, instituted by and in charge of the committee on teachers, admits the pupil teachers of the normal school and affords them opportunity to learn methods of instruction by observation and practice, the principal of the normal school acting as principal of the training school. A rule of the board provides that graduates of the normal school having satisfactorily taught in the public schools shall receive diplomas equivalent to third class certificates. It is expected that the normal school will in the future furnish nearly all the teachers required for the schools for whites.

MINER NORMAL SCHOOL.

This school, organized in 1876, is not definitely a part of the public school system: it is utilized as such for the benefit of the colored schools and sustained by the proceeds of a trust fund. It had 14 pupils in its 2 years' course in 1878. The normal class of the high school for colored youth was in 1878 transferred to this school, and female graduates of the high school are admitted to the normal school on recommendation of the high school principal and of the superintendent. It is anticipated that this normal school, having in its classes the best talent of the colored schools, will be able to furnish teachers for all the schools for colored children.

TEACHERS' ASSOCIATION.

The normal association, composed of graduates of the normal school employed in the public schools, during the year 1878 met once a month for the purpose of comparing experiences in the instruction and government of the schools in their charge.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

As before stated, the two advanced grammar schools, one for boys and one for girls, for the first six divisions (which include all the white pupils) were in 1878 consolidated into one high school, with a course of study extended to 3 years, including all the higher English branches and ancient and modern languages. The enrolment in it was 142; the average attendance, 117, under 3 teachers.

HIGH SCHOOL FOR COLORED CHILDREN.

The enrolment in this school in 1878 was 154, and of this number 50 pursuing the studies of the eighth year were transferred to the schools of the eighth grade, confirming its title of "preparatory high school" by leaving in its classes only pupils pursuing high school studies. The average enrolment of the school during the year was 88, its average attendance 86, and percentage of attendance 97.3. Of its 3 teachers the principal was also principal of the Miner school. The superintendent thinks the teaching force insufficient and the situation of the school inconveniently remote.

OTHER SECONDARY INSTRUCTION.

For statistics of business colleges, private academic schools, preparatory schools, or departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

In the collegiate departments of Columbian University, Georgetown University, Howard University, and the National Deaf-Mute College, few changes appear to have been made in 1878. All have preparatory departments, with courses of 2 to 4 years, and all present substantially the usual 4 years' collegiate course, though Columbian University, instead of arranging its students in classes, divides them into schools, according to the studies pursued.

Georgetown University in 1878 laid the foundations of a fine building for its collegiate department, which, as this report goes to press, is approaching completion.

Columbian University confers the degree of bachelor of letters on students who obtain diplomas in the schools of English, Greek, Latin, modern languages, and philosophy and who receive a certificate of proficiency in the school of mathematics or of natural science. It also confers B. S. on students who obtain diplomas in the schools of English, modern languages, mathematics, natural science, and philosophy.

Howard University announces the liquidation of its debt of \$100,000, which leaves it unembarrassed. Besides its classical collegiate course it has a literary course which includes all the studies of the preparatory and collegiate years except the Greek of the former and the Latin and Greek of the latter.

The *National Deaf-Mute College*, the collegiate department of the Columbian Institution for the instruction of the Deaf and Dumb, reported 51 students in the 4 years' classes of its college course and in its advanced and lower preparatory classes, and 1 graduate student. Students satisfactorily sustaining examination in the college course receive the degree of B. A., and those not desiring to complete the full collegiate course are permitted to select a course of study of at least 2 years, the satisfactory completion of which entitles them to the degree of B. S. The history of this college affords satisfactory proof of the ability of deaf-mutes to master the arts and sciences. The completion and opening of the new college buildings were celebrated on the twenty-first birthday of the institution, February 16, 1878.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

As before stated, both the Columbian University and the National Deaf-Mute College include in their collegiate courses a limited course of scientific studies and confer the degree of B. S.

THEOLOGICAL.

Theological instruction forms one of the principal departments of *Howard University*, the department being under the joint supervision of the Presbytery of Washington and of the American Missionary Association, New York City, while its professors represent four religious denominations. Students of any creed presenting satisfactory testimonials of character and preparation are admitted if found qualified upon examination. The class of 1878 contained 42 students.

Wayland Seminary, an institution for the education of colored preachers and teachers supported by the American Baptist Home Mission Society, had in its theological department in 1878 a class of 32.

LEGAL.

Legal training in *Columbian University* is divided into two classes, senior and junior, of one year each. A student attending the school two years, or spending one year in this school and another in some other reputable law school, who passes satisfactory examinations on the work of both years, receives the degree of bachelor of laws. A graduate course of nine months' duration affording instruction in common law practice and in equity pleadings and practice is provided. The classes of 1878 comprised in the aggregate 155. For the lower course there was no preliminary examination in 1878.

The *Law School of Georgetown University* has a two years' course, with a graduate course of one year for advanced branches and practice open to holders of diplomas from any approved law school. A satisfactory examination at the close of the course entitles the student to the degree of master of laws. Only beneficiary students were subjected to examination preparatory to admission for the session of 1877-78.

The *Law Department of Howard University* is open to all applicants possessing proper qualifications, proven by preliminary examination, and grants the degree of bachelor of laws to all who pass the final examination.

The *National University* had in 1878 in its school of law 4 professors and the usual course. It examines all candidates for admission who do not produce evidence of collegiate or equivalent training.

MEDICAL.

Medical instruction in the *National Medical College*, a department of Columbian University, comprises the customary two courses, with extended opportunities for clinical instruction in the hospitals. All who have satisfactorily passed the examinations in the studies of the 2 courses may attend succeeding lectures free of charge. There were 53 matriculates and a graduating class of 6 reported for 1878.

The *Medical Department of Georgetown University* presents a change in its curriculum. While requiring of the students at least 3 years of continuous study, the lectures have been so extended as to offer 3 consecutive courses, of 7 months each, of didactic and clinical instruction. This course is so graded that the student will advance to higher branches of study only after satisfactory examinations; there are also weekly recitations in the separate branches. There were 42 medical students in 1878, 36 of them undergraduates.

The *Medical Department of Howard University* reported 50 students in its class of 1877-78. The lectures are free, and its course of study includes the customary 2 years, both sexes being admitted. There is a preliminary examination for admission.

The *National College of Pharmacy*, Washington, had in 1878 a class of 22 students.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Columbian Institution for the Deaf and Dumb*, near Washington, reported for 1878, by catalogue and return, 117 pupils (106 males and 11 females), under 11 professors, 4 of whom are semi-mute. Its course of instruction is divided into primary, academic, and collegiate, the pupils being also trained in various employments. Professor Bell's method of "visible speech" has been taught and used with advantage in the institution. The collegiate department, known as the National Deaf-Mute College, is referred to under the head of Superior Instruction, page 276.

REFORMATORY AND INDUSTRIAL TRAINING.

The report of the Reform School of the District of Columbia for the year 1873 shows that during the year the institution sheltered and instructed 225 boys, of which number 39 were discharged and 13 removed in other ways, leaving 173 in school at the year's close. All the inmates were taught the elementary branches of common school studies, the caning of chairs, and manufacture of garments and shoes, as well as the work of farm, garden, and shop. A library was added to the means of improvement in the institution and all its departments of industry were made satisfactorily productive.

WORK OF OTHER INSTITUTIONS.

The Children's Hospital was established in its new building in 1878, and its beds contained during the year 125 children, both white and colored, while 1,145 children received the benefits of its dispensary.

From the Washington City Orphan Asylum no report has been received for 1878.

The National Association for the Relief of Destitute Colored Women and Children had, at the beginning of 1878, 102 children and 2 aged women under its care.

OBITUARY RECORD.

PROFESSOR JOSEPH HENRY, LL. D.

This much respected man and illustrious scientist, born at Albany, N. Y., December 17, 1799,¹ died in Washington City, D. C., May 13, 1878. He received his preliminary education in the schools of his native city, and evinced there such ability as led the trustees of the Albany Academy to make him first assistant teacher and then instructor in mathematics in 1828. While in this position he began those experiments in electricity which, by their increase of the power of electro-magnets and their eventual demonstration of the possibility of electro-magnetic telegraphy, laid the foundation of his great fame as a scientist and opened the way to one of the most useful discoveries of our age. The reputation thus acquired led to a call to the professorship of natural philosophy in the College of New Jersey, Princeton, where his earliest lectures in the autumn of 1832 showed, as those of the preceding year at the Albany Academy had shown,² the feasibility of an electro-magnetic telegraph, to the possibility

¹ Professor Asa Gray believes the year 1797, which is commonly given, to be incorrect; he says that there is little doubt that Professor Henry was born in 1799.

² It was in the session of 1831-32 that the young scientist had exhibited in the Albany Academy the memorable experiment of transmitting electric signals through more than a mile of wire, these signals being given by means of a bell rung at that distance from the machine in use.

of which he had called attention in the *American Journal of Science* in 1831. Visiting Europe in 1837, he had interesting interviews in England with Professor Wheatstone, the inventor of the needle magnetic telegraph, and communicated to him his own plans for producing not only intelligible signals but also large mechanical effects at great distances by means of electro-magnetism. When the time came for organizing the Smithsonian Institution at Washington, in 1846, Professor Henry, then in the full vigor of his powers, was called to the secretaryship of its board of regents, and with their approval moulded it into the form which it still retains as an institution for advancing knowledge, not by class instruction, but by stimulating research in various directions and by publishing the results of such researches to the world. In this position he passed the remainder of his days, honored by all and honoring the post he held. Recognitions of the place he had in men's esteem came often to him and in various ways. As early as 1829 he received from Union College the degree of doctor of laws, in honor of his discoveries in electricity, a compliment repeated by Harvard in 1851. In 1849 he was made president of the American Association for the Advancement of Science, and in 1868 president of the National Academy of Sciences, the United States Government in 1871 complimenting him still further by giving him the chairmanship of its Lighthouse Board. In this important post he rendered most efficient service by exerting all the powers of his natural and practical intelligence on the best means of lighting our long coast and reducing as far as possible the dangers of navigation. By his investigations in this direction he is said to have saved more than \$1,000,000 in the expense of lighting while greatly increasing the efficiency of the work. With characteristic unselfishness, he gave the Government the full benefit of his discoveries in illuminating media, as he had before freely given to the world those discoveries in electrical communication out of which most men would have made themselves immensely rich. The Signal Service of the country also owes him much, he having instituted more than thirty years ago that system of meteorological observation and communication by which the condition of the weather and the progress of all storms could be daily ascertained at the institution of which he was the head. A thoroughly good man, he left behind him a name universally respected and on which no shadow of a stain was ever cast.

CHIEF SCHOOL OFFICERS OF THE DISTRICT.

Hon. J. ORMOND WILSON, *superintendent of schools for white children in Washington and Georgetown and of the county schools, Washington.*

Hon. GEORGE F. T. COOK, *superintendent of schools for colored children in Washington and Georgetown, Washington.*

IDAHO.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-18) <i>a</i>	4,028	4,942	914	.....
Number of scholars 5-18 enrolled	2,631	3,432	801	.....
DISTRICTS AND SCHOOLS.				
Number of school districts.....	96	106	10	.....
Number of school-houses.....	673	684	11	.....
Number of schools	674	681	7	.....
INCOME AND EXPENDITURE.				
Receipts for public schools.....	\$23,366	\$33,347	\$9,981	.....
Expenditure for teachers' salaries	18,764	23,063	4,319	.....

a The school age has since been changed to 5-21. *c* Nine counties reporting.

b Eight counties reporting. *d* Including balance on hand at beginning of school year.

(Report of Hon. Joseph Perrault, territorial superintendent of public instruction, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These consist of the territorial controller, who is ex officio territorial superintendent of public instruction; the auditor of each county, ex officio county school superintendent (except in Alturas and Bear Lake Counties, where the probate judges act as such); the county school examiner, one for each county, appointed by the board of county commissioners and holding office subject to the will of the board, the superintendent and examiner for each county constituting a county board of school examiners; and three trustees for each district, who are elected for a one year's term by the voters of the district.—(School law.)

OTHER FEATURES OF THE SYSTEM.

The schools are sustained by an apportionment from the interest of the territorial general school fund; by a tax of not less than two mills and not more than eight mills on the dollar in each county; by the money arising from fines and forfeitures for breaches of any of the penal laws; and by the \$3 received from each person passing the examination for a teacher's position. For repairs to school property not exceeding in cost \$25, trustees may levy a rate bill on parents or guardians having pupils in school, though pupils are not to be denied school privileges through inability on the part of their parents or guardians to pay the rate. The basis of distribution of the school fund to each county is according to the number of children between 5 and 18 years of age, when full returns of school matters have been sent in. Each county, however, constitutes at least one school district irrespective of the number of children of school age in it, and one-half of the county and territorial fund is to be divided equally among the several districts complying with the requirements of the law; the other half, in proportion to the number of children of school age enumerated, except in two counties, where there is a slightly different arrangement. When a new school district is formed it receives its proportion of school money per capita out of the school funds of the old districts from which it was formed, but if the schools are taught less than three months the money must be returned to the old districts. To enjoy the benefits of the school fund there must be at least 10 children reported by the census marshal in each school district, and no political, sectarian, or denominational doctrine can be taught in the schools or any similar papers, tracts, or documents distributed. Widows or unmarried women of the

age of 21 years who hold property subject to district taxation for the maintenance of the schools are allowed to vote upon the levying of such tax. Teachers are examined by the board of school examiners, and certificates naming the branches that the applicants are qualified to teach are granted for two years to those found competent. Provision is also made for the establishment of a university or other high school from the moneys accruing from the sale of lands given or to be given by Congress for school purposes and from moneys appropriated by Congress for schools.—(School law.)

GENERAL CONDITION.

According to the statistics received in 1877-'78 from the different counties in Idaho Territory, it is estimated that there was an increase, since 1876-'77, of 914 children of school age, of 801 attending school,¹ of 10 school districts, 11 school-houses, and 7 schools. In Nez Percé County the Indian troubles broke up the schools in 1876-'77, consequently in the following school year there was marked improvement in attendance of pupils and in length of school term. Of the average daily attendance in the public schools the reports are too imperfect to make it worth while to present results. Indeed, school matters generally appear to be still in need of much amendment throughout the greater portion of the Territory, the first and greatest amendment needed being a territorial superintendent able to devote his whole time to school work.

There is no indication in the report of the superintendent of any provision for normal, secondary, or special instruction. The provisions of the school law relative to higher education are as yet inoperative.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOSEPH PERRAULT, *territorial controller and ex officio superintendent of public instruction, Boise City.*

¹Only 8 counties out of 10, however, reported the school attendance, and in 3 of these the reports were imperfect.

INDIAN TERRITORY.

[As in past years, the information under this head covers all Indian education in the United States, as well as that among the five civilized nations in the Indian Territory.]

STATISTICAL SUMMARY.

	1877.	1878.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Number of Indians in the United States, exclusive of Alaska.	250,809	250,864	55	.....
Number of mixed blood	27,749	.....	.....	.....
Number of school age in the five nations <i>a</i> .....	.....	17,000	.....	.....
Number of school age in other tribes .....	.....	132,213	.....	.....
Pupils of the five civilized nations enrolled.	5,496	5,993	497	.....
Pupils of other tribes enrolled	6,019	6,229	210	.....
Average attendance of these last	3,598	4,142	544	.....
SCHOOLS.				
Boarding schools of the five nations	12	11	.....	1
Day schools of the five nations	168	187	19	.....
Boarding schools of other tribes	48	49	1	.....
Day schools of these last	111	119	8	.....
Whole number of boarding schools	60	60	.....	.....
Whole number of day schools	279	306	27	.....
Number the schools will accommodate .....	.....	22,371	.....	.....
TEACHERS.				
Teachers among the five nations	196	196	.....	.....
Teachers among other tribes	241	221	.....	20
Whole number of teachers	437	417	.....	20
Missionaries not classed as teachers	126	226	100	.....
INCOME AND EXPENDITURE.				
Receipts for education of Indians <i>c</i>	\$337,379	.....	.....	.....
Expenditures for the same	337,379	\$353,125	\$15,746	.....
RESULTS OF INDIAN EDUCATION.				
Number of Indians who can read	40,397	41,309	912	.....
Number who can read in two languages	8,806	.....	.....	.....
Number taught to read within the year, exclusive of the five civilized tribes.	1,203	1,532	326	.....

a The five civilized tribes or five nations of the Indian Territory are the Cherokees, Chickasaws, Choctaws, Creeks, and Seminoles.

b The Commissioner of Indian Affairs says that this number is too small, several tribes not having been reported, and thinks that 50,000 would be nearer the truth.

c Of the receipts for 1877 there were \$81,989 from tribal funds, \$209,337 from the United States Government, \$3,916 from New York State, and \$37,137 from other sources.

(From the reports of Hon. E. A. Hayt, Commissioner of Indian Affairs, for 1877 and 1878.)

SCHOOL ORGANIZATION.

OFFICERS.

The schools of the Indian Territory, except among the Cherokees, are under the control of superintendents, one being appointed for each tribe. A board of examiners is also chosen, before whom all applicants for positions as teachers must pass satisfactory examination and from whom certificates of qualification must be obtained.

The Cherokees have a board of education exercising general supervision over the schools. Three school commissioners preside over and inspect the schools of the three districts into which for educational purposes the nation is divided.

PARTICULARS OF THE SYSTEM.

The schools of the tribes other than the five civilized tribes (except remnants of tribes in New York, Pennsylvania, and Rhode Island) are sustained by the Government of the United States, by which the school buildings are furnished and by which contracts are made with teachers. The religious control of the several tribes is assigned to the different religious denominations, and large sums are expended by them in employing teachers and extending educational privileges among the Indians. The five civilized tribes are independent of the Government in the internal control of their schools, the schools being mainly sustained by funds held in trust for these tribes by the United States.

GENERAL CONDITION.

EXTENSION OF EDUCATION AMONG THE INDIANS.

The Commissioner of Indian Affairs, in his report for 1878, refers to the statistics of the year as proof of the "steady increase of the number of Indians engaged in civilized pursuits, the number brought under religious influence, and the number of Indian children attending the schools." He however deprecates the failure on the part of the Government to extend the means of instruction among the Indians and its negligence in not fulfilling agreements relating to education included in its treaties with certain tribes. He also says that the entire number of Indian children who could be accommodated in the boarding schools at the several agencies was only 2,539, while the number who could find room in the day schools was 5,032, making a total of 7,671 of the tribes distinct from the 5 civilized tribes who could be accommodated in the schools. Among the 5 civilized tribes there is accommodation in the schools for 14,700 children. The reports from the several agencies show that in most cases the schools have been satisfactorily maintained and well attended. The Pawnees have a new building for the uses of a manual labor school, the speedy opening of which and of another day school is asked for by the chief and head men of the tribe. This tribe has manifested great interest in the education of its children, who, although compelled to walk many miles to school, have given full attendance. An appropriation of \$200,000 by Congress is estimated by the Commissioner as necessary for the establishment of the schools needed and the maintenance of those already opened.

SCHOOLS OF THE FIVE CIVILIZED TRIBES.

The statistics of the five civilized Indian nations, comprising the Cherokees, the Choctaws, Creeks, Seminoles, and Chickasaws, afford an estimate of 31,000 who can read out of a population of 56,715. The Cherokees had 3,000 children in 1878 in their 80 common schools, 4 boarding schools, 2 seminaries (1 for each sex), and the school for manual labor and training of orphans. The Choctaws had 1,200 children in 50 day schools, 3 boarding schools, and a school of manual labor. The Creeks had 716 in 32 day schools, 2 boarding schools, 2 schools of manual labor, and 2 church mission schools. The Seminoles had 180 children in 5 day schools and an academy or boarding school. The Chickasaws had 400 in 20 day schools, 2 boarding schools, and 4 high schools, managed by contract, the contractor securing the teachers and providing all necessary appliances. The Choctaws have a new female seminary, called New Hope, situated on the eastern part of their reserve, which is well sustained and the expenses of which in excess of the \$5,000 annually devoted to it by the council are paid by the Methodist Board of Missions.

EDUCATION OF INDIANS AT THE EAST.

Besides the schools for remnants of Indian tribes in New York, Pennsylvania, and Rhode Island, an interesting experiment as to the benefit of educating western Indians at the East was undertaken in 1878 under the auspices of the Bureau of Indian Affairs. Of 62 Cheyennes, Arapahoes, and Kiowas who had been held for some time as prisoners of war at St. Augustine, Fla., 22 of educable age were proposed by Capt. R. H. Pratt, U. S. A., as subjects for training of elementary English studies and some useful industries, this training to be tried amid the stimulating and civilizing influences of eastern surroundings and away from the degrading associations of their own tribes. The proposal met with favor, and the friends of Indian improvement contributed the necessary funds for carrying it into practice. With the consent of Commissioner Hayt, arrangements were made for placing 13 of these youths at the Hampton Institute, Virginia, to be educated with the colored youth in school studies and various industrial occupations. Four others were sent into Central New York to be trained in like manner in specially selected families, under the general oversight of Bishop Fred-

erick D. Huntington. Favorable reports as to the effects in both cases of the education thus begun were received a few months later, and in September Captain Pratt was authorized by Commissioner Hayt to proceed to the Indian agencies from Yankton to Fort Berthold, on the Missouri River, and gather other Indian youth for a like training at the East. Forty boys and 9 girls were easily obtained and placed with the previous 18 at Hampton. Their education there has since gone forward with such satisfactory results that one addition after another has been made by Government authority to the number of pupils under training, and plans have been entertained for the opening of a separate school especially for Indians at Carlisle Barracks, Pa., under the superintendence of Captain Pratt.

SPECIAL TRAINING OF INDIANS AT THEIR HOMES.

Agent James H. Wilbur, of the Yakama Agency, Washington Territory, reports for 1878 a system pursued by himself approximating that at Hampton as nearly as may be, where the Indian youth are trained near their own homes. Collecting the larger children of his agency for boarding school instruction, he taught the older boys to yoke oxen, to attach them to the plow, and to cultivate and sow the land; while his wife taught the girls to sew, spin, knit, and cut and make up clothing for themselves and for the boys. The matron instructed them also in cooking, washing dishes, washing their clothes, and keeping their rooms in order; her husband, the teacher, training the boys to like orderliness in the school room. From the oldest to the youngest, all were required to do all that could be done to help in the department to which they belonged. The boys after a year or two of training in the school and on the farm were put into the different shops at the agency for further training in industrial occupations, such as carpentry, blacksmithing, plough and wagon work, harness, saddle, boot and shoe making, and painting.

The usefulness of all this soon appeared, not only in its quickening and educational influence on the youth, but also in its effect on the parents. Interested in the practical education of their children and seeing its results in the productiveness of the school farm, they sought and received help in breaking new land, seeding it for crops, and fencing it against intrusion. Thus 15,000 acres of land have been put in fence by Indian hands with some guidance from their children and some white supervision and direction. At the same time 5,000 acres have been brought under cultivation, and the Indians had at the date of the report 3,500 head of cattle and about 16,000 head of horses. By means of the instruction of the children and some kindred training of the men, all the work in the shops and mills and on the farm connected with the agency school could be done by Indian hands independently of any other white assistance. Many of the families are said to be living in good houses painted within and without and furnished with chairs, tables, bedsteads, cook stoves, sewing machines, mirrors, clocks, &c. The barns contain wagons, harness, ploughs, and other machinery for farming. The people thus make their own clothing, grow their own crops, and produce almost everything necessary for their subsistence. Except in the case of the sick, no rations are issued: work for wages is the rule.

In this combined training of children and parents, and of parents through their children, some fair prospect appears to be presented of solving the difficulty of Indian civilization, if Indians can once have lands secured to them in severalty and be put fully under the protection and control of law.

CHIEF SCHOOL OFFICERS.

In January, 1878, Dr. Marston, United States Indian agent at Muscogee, furnished the following as the names of the chief school officers of the five nations in the Indian Territory. No subsequent alteration has been reported:

J. F. THOMPSON, *president of Cherokee board of education*,¹ *Tahlequah*.
 E. McCUSTAIN, *superintendent of Choctaw public schools*, *Red Oak*.
 WILLIAM MCCOMB, *superintendent of public instruction among the Creeks*, *Eufaula*.
 JOSHUA HIGHTOWER, *superintendent of Chickasaw public schools*, *Oak Lodge*.
 JOHN CHUPCO, *superintendent of Seminole public schools*, *Wewoka*.

¹ A statement in the American Journal of Education of about the same date as Dr. Marston's letter mentions also three commissioners for the inspection of the three districts into which for educational purposes the nation is divided.

MONTANA.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (4-21).....	4,561	5,315	754	.....
Enrolled in public schools	2,625	3,277	652	.....
Average daily attendance.....	1,699	2,384	685	.....
Number attending private schools.....	263	170	.....	93
Not attending any school	1,534	1,754	220	.....
DISTRICTS AND SCHOOLS.				
Number of school districts	103	105	2	.....
Number of school-houses	87	88	1	.....
Number of schools taught during the year.	98	107	9	.....
Average length of school term in days....	asl. 75	bs4. 12	2. 37	.....
Schools teaching all branches	55	78	23	.....
Number using prescribed text books.....	58	65	7	.....
Number of graded schools.....	7	5	.....	2
Number of ungraded schools	93	98	5	.....
Number of private schools taught	12	12	.....	.....
Value of school-houses	\$55,485	\$58,285	\$32,800	.....
TEACHERS AND THEIR PAY.				
Number of male teachers	50	57	7	.....
Number of female teachers	60	59	.....	1
Total number of teachers	110	116	6	.....
Average monthly pay of teachers.....	\$64 32	\$59 71	.....	\$4 61
INCOME AND EXPENDITURE.				
Whole reported receipts for public schools	\$40,516	\$66,941	\$26,425	.....
Total expenditures for public schools	54,104	65,505	11,401	.....

a Six counties out of nine reporting.

b Eight out of nine counties reporting.

(From report for 1877 and 1878 of Hon. Clark Wright, territorial superintendent of public instruction, with return for 1878 from Superintendent W. Egbert Smith.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These consist of a superintendent of public instruction, appointed for 2 years by the governor, with consent of council; county superintendents, one for each organized county, elected for 2 years by the people; and school trustees and district clerks, elected annually by the people. In all organized districts one trustee is elected for 3 years, while in new districts 3 trustees are elected for one, two, and three years respectively.

OTHER FEATURES OF THE SYSTEM.

The sections of land numbered 16 and 36 in each township form a reserve for the future support of schools, and the proceeds of these and any other lands donated by Congress for that purpose are to form an irreducible fund, the interest of which is to be annually divided among the school districts for the support of common schools. At present the schools are maintained by a general tax of 3 to 5 mills on the dollar, by fines imposed for breaches of penal laws, and by such district taxes as the boards of trustees and qualified electors in each district may order to furnish better school facilities, such as new school-houses, appliances, and apparatus. Moneys arising from the

sale of town lots, under the laws of the Territory relating to town sites, may be devoted to the same purpose unless the majority of qualified voters request the use of the fund for other school purposes. The basis of distribution of the school fund is according to the number of children between 4 and 21 years of age in each district, ascertained by an annual census, provided that Indian children not under the guardianship of white persons be not included in the apportionment. No school district is to receive aid from the fund unless the teachers employed hold legal certificates of fitness for their occupation. If books or papers of a sectarian character are used, or if any political or sectarian teachings are given in the schools, or if a free public school is not held 3 or more months in the year, there is a forfeiture of the amount apportioned; and no new district is to receive any moneys unless a school has actually been commenced in the district. Persons desiring to be teachers pass an examination before the county superintendent and offer evidence of good moral character. Certificates showing the relative standing in each study are granted them for 2 years unless revoked by the superintendent. Children of African descent receive the same instruction as the white youth, but in separate schools. The law provides that district high schools may be formed whenever the board of trustees consider that the interests of the district require them. Teachers' institutes may be held annually in any county containing ten or more organized school districts. When such institutes are held, attendance on them is imperative on all certified teachers, and those attending who have the charge of schools are not to lose their pay for the period of such attendance when certified to by the county superintendent.

The school day of the Territory is ordinarily of 6 hours, but it may be lessened to 4 for primary schools by a vote of the school board, and any teacher in an incorporated village, town, or city may dismiss pupils under 8 years of age after an attendance of 4 hours. The school month consists of 20 school days.

GENERAL CONDITION.

The superintendent of public instruction reports for 1877-'78 a marked growth in the value of school property, \$32,800 over the previous year; an improvement in the character of school buildings; an increased attendance, and an unusual degree of prosperity in all matters pertaining to educational interests. In comparing the statistics of 1877-'78 with those of 1876-'77, an increase of 754 children of school age is noted; of 652 in enrolment; of 685 in average attendance; of 220 children not attending any school; of 2 school districts; of 9 schools, 5 of them ungraded; of 23 schools in which all branches are taught; of 6 teachers; of 10 first grade and 14 second grade certificates. The receipts for public schools were increased \$26,425, while the total expenditures were only \$11,401 more than in 1876-'77. There was a decrease of 2 in the number of graded schools; of 1 in that of female teachers; and of 1 in certificates of the third grade issued. There were 98 fewer pupils in the 12 private schools, which are of a parochial or sectarian character, with a curriculum and appliances for the comfort of the pupils much inferior to those of the public schools. The common school branches are taught in all the public schools; and more than this, the law requires attention to manners, morals, health, and such physical exercises as are conducive to vigor of mind and body.—(Report of superintendent for 1877 and 1878.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

Under a new law, approved February 16, 1877, authorizing the holding of county institutes in counties having ten or more school districts, 2 institutes were held during 1877-'78. They are said to have been of great benefit to the teachers as affording an opportunity for interchange of views on the best methods of instruction, and they also promoted educational matters generally. The territorial superintendent suggests that, in order to allow counties of less than ten districts to enjoy the benefits of such meetings, two or more adjoining counties might unite for the purpose of holding such institutes whenever the territorial and county superintendents considered it advisable for the best interests of the schools.—(Report of superintendent.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No note is made in the report of the existence of any high schools in 1878, though the law provides for the establishment of them at the discretion of school boards.

MONTANA COLLEGIATE INSTITUTE.

In Deer Lodge County, which ranks first in the Territory in educational matters, the need of a higher grade of school was felt to such a degree that early in 1878 the above institute was organized. Its course is preparatory to college. The new building,

erected at a cost of about \$15,000, is to accommodate 175 pupils; but this not being ready in 1878, the autumn term was begun, with an enrolment of 24 students, in a building hired for the purpose. Over \$1,000 were invested in physical and astronomical apparatus, and it is intended to give the students the advantages to be found in older communities.—(Report of superintendent of public instruction, 1877 and 1878.)

SUPERIOR INSTRUCTION.

PROVISION FOR COLLEGES IN THE FUTURE.

Besides the provision usually made by Congress of two townships of land for university purposes, there is ground for hope that under an existing territorial law provision may be also made for future colleges. The superintendent of public instruction, in his report for 1877 and 1878, calls attention to the fact that, under the "town site act," 20 acres may be set apart in each town site for college purposes. He says "many towns have not availed themselves of this provision of the law," apparently implying that some have done so.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. EGBERT SMITH, *territorial superintendent of public instruction, Butte City.*

[Term, 1879-1881.]

Mr. Smith succeeds Mr. Clark Wright, who was superintendent from 1877 to 1879.

NEW MEXICO.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

From the report of Territorial Secretary Ritch, published in that of the Commissioner of Education for 1875, and from other sources, it appears that in 1861 an attempt was made by the authorities to establish a system of public instruction for the Territory and sustain it by general taxation; but that the law was so opposed to the then prevailing sentiment, because of its provision for taxation, as to be quickly repealed by the legislature. That this law provided for its administration by any territorial or subordinate officers is not stated, but may be supposed.

An examination of subsequent laws shows that in 1863 provision was made for a territorial board of education, to consist of the governor, secretary, judges of the supreme court, and the bishop of New Mexico.¹ This board was authorized to make all necessary laws, rules, and regulations for the education of all children within the limits of the Territory, as well as to establish schools, employ teachers, determine their compensation, and provide, as far as the funds at their command would permit, school-houses and other facilities for instruction. No subsequent law in the possession of the Library of Congress at the time of the examination mentioned indicated the abrogation of this board, though the lack of reference to it in the laws of later years raised a doubt as to its continuance, while the powers originally given it were plainly in a great measure put into other hands.

Under the same law of 1863, a territorial superintendent of schools was to be appointed by the governor, with consent of council, to take office March 1, 1863, and to hold for 2 years or during good behavior, subject, in failure of such good behavior, to removal by the board of education. It was made his duty to visit all the schools and to render to the board a full report of them at its annual meeting in November, together with an account of all the funds which had come into his hands for disbursement. The board was to make like report to the governor.

By a law of January 9, 1874, the superintendent of schools is made to be the territorial librarian and to derive his salary from that office.² He is required now to make his report of the schools to the governor (the law being silent as to the board of education), and is to include in that report (1) the number of schools in each county and the number of pupils taught, (2) the number of teachers and their salaries, (3) the number of pupils in each precinct and the average attendance of these, and (4) the branches taught in the schools.

The persons from whom these particulars are to be derived are evidently the county boards of supervisors and directors of public schools, created by a law of February 1, 1872, and intrusted with "the sole and entire management, supervision, and control of the public schools within their respective counties." These boards, which appear to be still continued, consist of the probate judge in each county, with 3 other competent persons, who should be heads of families, owners of real estate, citizens of the United States, and resident in the county and Territory not less than five years. In the act creating these county boards there is no limitation of their term of office, but it is believed to be two years.

OTHER FEATURES OF THE SYSTEM.

A law of January 31, 1872, just preceding that which gave the public schools into the hands of county school boards, appropriated for school purposes a poll tax of \$1 on each male citizen above the age of 21 years, one-fourth of a tax of 1 per cent. to be annually levied on all taxable property throughout the Territory, and any surplus of more than \$500 remaining in any county treasury after payment of the current expenses of the county. Subsequent laws have recognized this as the standard sum for public schools, and have repeated the appropriation of the law of 1872, as far as the schools were concerned, while modifying it as to the respective shares of the county and territorial authorities.

The schools thus sustained have no course of study and no series of text books prescribed for them. It is not even said that certain studies shall be taught. Sectarian influence in them is not prohibited. Teachers for them are not required to be examined or licensed, nor is there any statement as to what proportion of the school moneys is to go toward the payment of teachers' wages and what toward school-houses and incidental expenses. In short, everything seems to be left to the discretion of the county

¹ The bishop, Rt. Rev. John Baptist Lamy, D. D., consecrated in 1850, was made archbishop of Santa Fe in 1875, and in 1878 still occupied the see.

² As the salary of the librarian was fixed about that time at \$150 annually, with \$30 additional for incidental expenses, no large visitatorial duties could have been looked for from him in connection with his office of school superintendent.

boards, with only the restriction that they must publish annually in the nearest newspaper what funds were received for school purposes, for what they have been expended, how many schools were taught in their counties, and how many pupils attended.

GENERAL CONDITION.

No official statistical information was received at this Bureau as to the public schools of New Mexico in 1878, but from various accounts it appears that school matters in general were much as they were in 1876, when 8 of the 12 counties reported 138 schools with 5,151 pupils and 147 teachers who received from \$16 to \$40 a month. Instruction was given almost entirely in the Spanish language. There were also 26 private and parochial schools in which the common and higher branches were taught and in many cases both French and German. Yet many large and populous villages are said to have been wholly destitute of facilities for education. Communities of even 1,000 persons had only a two months' school, attended by about a score of boys, while there are supposed to have been some 25,000 youth of school age in the Territory needing instruction. In many of the public schools, too, there are said to be few or no school books, and these of the most elementary character. The masters teach the alphabet and reading from stray leaves of old books or scraps of old newspapers, and these in Spanish. Two-thirds of the voting population can neither read nor write, and the proportion who cannot read English is even greater. Many of the most enlightened people and best newspapers of the Territory are earnestly advocating free schools with all sectarian influences banished — not only schools for training youth, but also for providing competent teachers, since there are few really good ones and many of those employed are scarcely able to read and write. The former governor, Mr. Axtell, in recommending a more efficient school system, urged that the county boards of school commissioners should be abolished and their duties imposed upon the county commissioners, and that county superintendents of education should then be appointed who should report to a general superintendent of schools; that a complete census of school children should be taken and Congress memorialized to establish a system of public education in the Territory and to assist in its support by aid from the National Treasury. On these recommendations, however, the legislature did not act. Other persons, interested in educational matters, desire that the speaking and writing of the English language should be a qualification for serving as jurors and magistrates, and they urge that if English were used in the courts and records it would materially aid in producing a better system of education.—(Report of Governor Wallace for 1878; Barnes's Educational Monthly, March, 1878; Circular of Colorado College; The New West; Education in New Mexico.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

So far as is known to this Bureau, no schools in the public system of the Territory have yet reached high school rank, most of them being very elementary in character.

OTHER SECONDARY SCHOOLS.

Two schools of this class report their statistics for 1878 — one, the Academy of Our Lady of Light (Roman Catholic), at Santa Fé, with 10 teachers and 243 pupils; the other, the Santa Fé Academy, under Congregational auspices, with a 3 years' course, 3 teachers, and 64 pupils. The latter, incorporated in 1878, is for both sexes, 26 of its 64 pupils being girls. It is stated in the catalogue of Colorado College that this is the only graded school in the Territory which will bear comparison with eastern institutions, and that applications to establish kindred schools in other parts of New Mexico had been elicited by the good work done in the school.

The school of Rev. Mr. Forrester, mentioned in the report for 1877, is believed to have been removed from Santa Fé to Las Vegas.

SUPERIOR AND SCIENTIFIC INSTRUCTION.

COLLEGES.

Two institutions called colleges, and probably chartered as such, but said by some to be hardly yet of collegiate rank in the instruction given, are maintained under two of the religious orders of the Roman Catholic Church in the Territory — one, the College of San Miguel, at Santa Fé, with 10 instructors and 300 students; the other, Las Vegas College, with 4 instructors, number of students not given.—(Sadlier's Directory.)

The industrial college of the Territory, provided for by a law of 1863 and intended to be established on the basis of the agricultural college land grant of 1862, does not appear to have yet gone into operation.

¹In 4 other schools for girls, at Bernalillo, Las Vegas, Mora, and Taos, the Roman Catholic Church had at the last advices about 360 pupils; and in 4 schools for boys, at Albuquerque, Bernalillo, Mora, and Santa Fé, 570 pupils. All these schools are of unknown rank and all under the control and instruction of the religious orders of the church, although the one at Santa Fé is termed a public school.—(Sadlier's Directory.)

UTAH.

STATISTICAL SUMMARY.

	1876-'77.	1877-'78.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-16)	30, 792	33, 604	2, 812	.....
Enrolled in district schools	19, 779	21, 710	1, 931	.....
Average daily attendance	13, 420	14, 949	1, 529	.....
Pupils in schools other than public	4, 360	.....	.....	.....
SCHOOLS.				
Number of schools	327	346	19	.....
Average time of school in days	146	137	.....	9
Estimated value of school property .....	.....	\$332, 112	.....	.....
TEACHERS.				
Men teaching in public schools	232	254	22	.....
Women teaching in public schools	238	235	.....	3
Whole number of public school teachers ..	470	489	19	.....
Monthly pay of men	\$45 00	\$35 00	.....	\$10 00
Monthly pay of women	22 50	22 00	.....	50
Teachers in schools other than public	92	.....	.....	.....
INCOME AND EXPENDITURE.				
Total income for school purposes	\$160, 064	\$113, 413	.....	\$46, 651
Total expenditure	160, 064	113, 193	.....	46, 871

(From special return of Hon. John Taylor, territorial superintendent of district schools, for 1878 and biennial report of the same for 1876 and 1877.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

These consist of a territorial superintendent of district schools, county superintendents, and 3 trustees for each school district. Each of these officers is elected by the people for 2 years. There is also a board of examination of 3 persons in each county, whose duty it is to judge of the qualifications of teachers.

OTHER FEATURES OF THE SYSTEM.

The schools are maintained by a tax of 3 mills on the dollar on all taxable property in the Territory,¹ by an annual tax on all railroads, by the proceeds arising from the sale of estrays, and by fines. The apportionment of school moneys is made on the basis of children of school age (6 to 16) annually reported in each district.

The territorial and county superintendents and the president of the University of Deseret, in convention, determine what text books shall be used in the schools, and the county superintendents, with the trustees in their respective districts, regulate the school terms. Teachers are to make quarterly reports of their schools to the trustees of their districts; the trustees make annual reports respecting the schools to the county superintendents, and take a school census in October; county superintendents report annually to the territorial superintendent in November.²

¹If this is not sufficient for repairing, building, and furnishing school-houses the tax may be raised to any sum decided upon by a two-thirds majority of the qualified voters of the district, provided it does not exceed 3 per cent. a year, non-residents, however, not to be taxed for teachers' wages beyond the amount mentioned in the text.

²School law of 1876, amended by act of February 23, 1878.

GENERAL CONDITION.

As only biennial reports are issued in Utah, educational information as to 1877-'78 is limited. However, the statistical summary shows an increase of 2,812 of school age, of 1,931 enrolled, of 1,529 in average daily attendance in district schools, and of 19 teachers. The expenditures for the year were \$46,871 less than in 1876-'77, but this was owing to the absence of reports of moneys expended for fuel, light, rent or repairs, libraries, and apparatus. Mr. Dexter A. Hawkins, of New York, contributes to the *Christian Advocate* an article on education in Utah in 1877, in which he says that the Mormon assembly rooms, used for school purposes, are a mere apology for institutions of learning; the furniture and apparatus meagre and of low grade; the exaction of a tuition fee excludes the great mass of the children of the poor; while the mission schools, supported by funds drawn from abroad and taught by skilled and efficient teachers, are, he thinks, doing much good.¹

ELEMENTARY INSTRUCTION.

PRIVATE SCHOOLS.

The missionary work undertaken four years previous by the Presbyterian Church was reported so successful in 1877-'78 as to include 11 schools, with 370 pupils and 16 teachers. The Saints, notwithstanding the opposition of Brigham Young to these schools, raised their proportion of money needed. Reports from San Pete County indicate a crowded state of the schools there and much progress made by the scholars. (*Daily Tribune*, Salt Lake.)

The elementary schools of the Protestant Episcopal Church included one at Ogden, one at Logan, and one at Plain City, besides two important secondary schools with primary departments at Salt Lake City. Statistics of the elementary schools are lacking.

Of the elementary school work of other denominations there is little or no information.

PUBLIC LIBRARY.

A report of the public library of Salt Lake City indicated that frequent donations of books, minerals, and curiosities were received in 1878. As the library was on the free list at Washington it constantly added valuable Government works. In November, 1878, it had 2,462 books, and 317 were added later, making a total of 2,779 volumes.

CITY SCHOOLS.

The superintendent of the Salt Lake County district schools writes that there is no city organization of schools. The schools are confined to county organizations, and Salt Lake City is divided into 21 districts, under the supervision of the county superintendent. The expediency of organizing city schools was receiving consideration, however.

TRAINING OF TEACHERS.

NORMAL DEPARTMENT.

This department of the University of Deseret reported for 1878 the number of 44 students, 23 males and 21 females. There are 31 graduates, but it is not known how many of them are engaged in teaching. On the completion of the one year's course a certificate of graduation is given the students. The Salt Lake Academy, a preparatory school for Colorado College, founded in the winter of 1877-'78, reported a two years' English and normal department with 31 students.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

No public high schools were reported in 1878, and it is believed that none such exists. The Salt Lake Academy, in Salt Lake City, was established in the winter of 1877-'78 as a preparatory school to Colorado College, although it is hoped it will in time develop into a college. A school room costing \$3,000 has already been built, and a valuable natural history cabinet added to the school.—(*Colorado College report*.)

For statistics of other academies and seminaries sending returns or reports to this Bureau, see Table VI of the appendix following, and the summary thereof in the report of the Commissioner preceding.

¹The News, organ of the Mormon church, says: "We have a religion revealed direct from the Almighty. It is our duty to train our children in the true faith. While we desire to give them all the education our means will permit in secular knowledge—this being also a duty required of us by our religion—we are under the obligations of conscience and divine law to train them in the spirit and letter of the gospel revealed to us. Teachers opposed to our faith are not competent to be instructors of our youth."

SUPERIOR INSTRUCTION.

UNIVERSITY OF DESERET.

This institution reported 136 students in the preparatory department, 70 males and 66 females, under 3 professors and instructors. There were apparently no students in either the classical or scientific course. The preparatory course is completed twice each year, beginning with the first and third terms and ending with the second and fourth. It thus appears to be substantially a secondary school for that year, only looking towards collegiate rank.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN TAYLOR, *territorial superintendent of district schools, Salt Lake City.*

[First term, 1877-1879; second, 1879-1881.]

WASHINGTON TERRITORY.

STATISTICAL SUMMARY.

	1875-'76.	1876-'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age, 4-21 <i>a</i>	11, 000	12, 997	1, 997	.....
Enrolled in public schools	7, 500	5, 385	.....	2, 115
SCHOOLS.				
School rooms for study.....	219	262	43	.....
Average duration of schools in days	104	130	26	.....
TEACHERS.				
Men teaching.....	120	134	14	.....
Women teaching.....	100	145	45	.....
Total number of teachers	220	279	59	.....
Average monthly pay of men	\$33-\$50	\$40 00	.....	.....
Average monthly pay of women.....		\$30 00	.....	.....
INCOME AND EXPENDITURE.				
Receipts for school purposes	\$54, 557	\$49, 765	.....	\$4, 792
Expenditure for school purposes.....	55, 520	.....	.....	.....

a Under a new law, 5-21 is the age of admission to the public schools, though 4-21 is retained as the age which forms the basis of apportionment of public school funds.

(Special return from Hon. J. P. Judson, territorial superintendent of public instruction, and printed report from the same for 1876-'77.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of public instruction, appointed by the governor biennially, with consent of council, has general supervision of county and district school officers and of the public schools.

A territorial board of education is formed by the governor, who appoints also biennially, and with consent of council, one suitable person from each of the three judicial districts to be associated with him in the choice of text books for the schools, the prescription of rules for them, the examination of candidates for territorial teachers' certificates, and the preparation of questions for county examinations.

A county superintendent of common schools is chosen in each county by the people at the general election for a term of two years. He forms a county board of examiners by calling two teachers holding the highest grade certificates in his county to aid him in examining semiannually persons who desire to teach in the county schools.

The other officers are district boards of 3 directors, chosen by the people at the first annual district meeting for terms of one, two, and three years, and subsequently continued by the choice of one new member or reelection of an old one at each annual meeting. A district clerk, chosen for 3 years, keeps record of these meetings, takes an annual census of the children for whom school funds are to be apportioned, keeps the school-house in repair, provides all needed supplies for it, and reports to the county superintendent, at the beginning of each term, the name of the teacher and the proposed length of the term.

Women are eligible for any of these offices, and may vote for the officers in the districts where they reside and pay taxes.

OTHER FEATURES OF THE SYSTEM.

The means for maintaining public schools come from the proceeds of a small territorial school fund, from county taxes of 3 to 6 mills on the dollar, and from penalties

for breach of penal laws. The fund thus accruing is divided among the districts in the proportion of the number of children in each from 4 to 21 years old reported by the district clerk. Districts may also, on their own vote, levy a special district tax, not exceeding 10 mills on the dollar in any year, to lengthen the school term or secure additional school advantages. No district may receive its share of the distributable school fund unless its schools have been taught by regularly licensed teachers at least 3 months in the preceding year.¹ The text books for the schools are fixed for terms of 5 years by the territorial board of education, and the methods of instruction and discipline are prescribed by the same board. The formation of graded school districts is encouraged and in towns or cities with more than 500 children of school age required. For such graded school districts a course of study covering 10 years, and including primary, intermediate, grammar, and high school instruction, is established by the State board. The schools are open to all children 5 to 21 years old; and those from 6 to 18 years of age living in towns or cities reporting over 400 inhabitants must be sent to school or taught otherwise at least for 6 months each year unless excused for cause. The full school day is 6 hours in length, but may be made 4 for primary schools and 5 for grammar and high schools.

GENERAL CONDITION.

The reports of the Territory being biennial, the statistics presented for 1877 must serve until 1879. The condition of affairs, meantime, is liable to be affected by the action of a board of education which came into existence in 1878, and held its first meeting April 1 of that year. It has established rules for the government of common schools and graded schools and for the examination of teachers, and has ordered a series of text books for the use of all public schools. Among its regulations are those causing all union or graded schools to be classified as primary, intermediate, grammar, and high, the primary schools to comprise 3 classes, the intermediate 3, the grammar 2, and the high 2. The school year, beginning the first Monday in September, is to continue 40 consecutive weeks, exclusive of vacations and the customary holidays. The daily session of the schools is to occupy 4 hours and 15 minutes in the primary, 5 hours and 40 minutes in the intermediate, and 4 hours and 45 minutes in the grammar and high schools. Drawing is to be taught throughout the schools of intermediate grades, and singing as far as practicable in all grades, at the discretion of the teachers. A letter from Dr. Judson, superintendent of public instruction, says that the uniform series of text books required by law has been introduced into the schools without expense to the pupils; that the school population of Eastern Washington has nearly doubled since 1877, and that that of the western part of the Territory has greatly increased.

TRAINING OF TEACHERS.

WASHINGTON UNIVERSITY, NORMAL DEPARTMENT.

The normal course of Washington University covers 2 years; instruction is given in the English branches, with some normal and pedagogical studies.

INSTITUTES.

Since the passage of the school law of 1877, teachers' institutes have been organized in every county containing over 10 school districts. All teachers are required to attend these institutes, and since the new law has established uniformity in the examination of teachers, rendering it impracticable for unqualified applicants to obtain teachers' certificates, nearly all the teachers attend the institutes in their counties, and in the opinion of the superintendent with benefit from the interchange of ideas and experiences which characterize these meetings. A territorial institute is held twice a year for teachers at large.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

High schools are contemplated in the school system, but no evidence of the existence of such schools in the Territory yet appears.

St. Paul's School (for girls), Walla Walla, under the guidance of the Episcopal Church, instituted in 1872, reports 6 instructors and 60 pupils in 1878, of whom 13 were studying Latin, 2 French, and 1 German. It has a library of 200 volumes, and its school year includes 40 weeks.

St. Joseph's Academy, Steilacoom, is reported by Rev. J. Brondel as not having been in running order since 1875.

A school in Cowlitz County, taught by a graduate of an English college, appears in the report from that county, but of its grade and number of pupils there is no information.

¹Districts with less than 15 scholars are exempted from the operation of this rule provided they organize, report, and make regular enumeration of their children.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Washington Territory*, Seattle, a part of the public educational system of the Territory, is under the control of 5 regents appointed by the governor, and is supported by legislative appropriations, interest on endowment funds, and tuition fees. In 1878 the students in its various courses of study numbered 155, among whom, as among the 11 instructors and professors, both sexes were represented. During that year 4 courses of study were organized, classical, scientific, normal, and commercial, the two latter occupying 2 years each, the classical and scientific 4 and 5 years. The preparatory department contained 114 pupils, and a considerable number pursued studies outside of the regular courses. The legislature of 1877 gave to the university \$1,500 to pay the salaries of professors and teachers, in consideration of which free tuition is granted to 30 pupils appointed by the members of the legislature. One thousand dollars of this sum were received by the authorities of the university and duly applied in 1878.

A library now containing about 200 volumes and a cabinet of specimens of natural science are constantly increasing.¹

Holy Angels' College, Vancouver, Wash. Ter., a Roman Catholic institution, reported by return for 1878, in its academic classes, 85 students and 4 resident professors. Its scholastic year includes 40 weeks, and it possesses a library containing 900 bound volumes and 370 pamphlets.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. J. S. HOUGHTON, *territorial superintendent of public instruction, Olympia.*

[Term, 1880-1882.]

Mr. Houghton succeeds Dr. John P. Judson, who had previously occupied the superintendency by successive appointments from 1874.

¹ A letter from Dr. George H. Atkinson, dated December, 1879, states that the legislature of 1879 amended the appropriation bill abolishing the free scholarships, granting \$1,000 per annum for payment of salaries of professors and teachers, and \$500 for purchase of apparatus and reference books for the university. The number of pupils in the university since the amendment was 120.

WYOMING.

STATISTICAL SUMMARY.

	1875.	1876.	Increase.	Decrease.
Number of pupils enrolled.....	1, 222	1, 690	468	.....
Number of school-houses.....	13	21	8	.....
Number of teachers employed.....	23	48	25	.....
Number of male teachers.....	7	21	14	.....
Number of female teachers.....	16	27	11	.....

(From the reports of the Commissioner of Education for the years 1875 and 1877.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

For the Territory the territorial librarian is ex officio superintendent of public instruction. For each county a county superintendent of schools is chosen biennially by the people. For each school district the resident voters elect at their first regular district meeting 3 trustees for terms of 1, 2, and 3 years, and at each subsequent annual meeting elect one in place of the outgoing one. These trustees together constitute a board of directors for the district, controlling all school affairs, with the concurrence of the county superintendent in some cases.

OTHER FEATURES OF THE SYSTEM.

The district schools are free to all children 7 to 21 years of age residing in the districts where they are held; and it is made the duty of parents and guardians to send such children to some school at least 3 months of every year, unless excused by the district board on receipt of a certificate from a physician stating that confinement in a school room would be injurious. In the case of children between the ages of 7 and 16 this duty is made still more imperative, and special provision is made for the enforcement of it.

In each county a poll tax of \$2 on each male citizen for county school purposes is required, and one on property not to exceed 2 mills on the dollar is left discretionary. Districts may vote additional taxes for buildings and certain specified miscellaneous expenses, including \$100 annually for a district library.

To receive their pay teachers must make full reports of the schools taught by them in a prescribed form.

GENERAL CONDITION.

No report having been received from the superintendent of instruction in Wyoming, the following facts relative to the condition of public schools in the Territory are taken from a report by the governor to the Secretary of the Interior for the year 1878. He expresses surprise and gratification at the instrumentalities and institutions of education in Wyoming, asserting the school system to be one of the best in the United States, resembling that of Michigan, under which all the grades are so related and correlated that each lower grade becomes a proper stepping-stone to one above it; and the public graded schools at Cheyenne and Laramie are really among the best of their class in the country. The school buildings, he says, are also excellent, the new one at Laramie City especially, a fact affording evidence that the people are willing to pay their money freely for the comfort and culture of their children. Attendance at school is made obligatory, teachers are liberally paid, men and women alike for the same service, and provision is made for county superintendence and for regular teachers' institutes. At present the general superintendence is vested in the territorial librarian; but when the field of labor shall have become enlarged, a superintendent will give his entire time to the work. There is as yet no institution of higher grade than the high school department of the public schools, but there will soon be necessity for the establishment of a college.

LIBRARIES.

Mention is made in the same report that in addition to the territorial library there are in Cheyenne, in Laramie, and in Evanston excellent beginnings of libraries. The

places named also contain reading rooms of an attractive character connected with the libraries.

SCHOOLS FOR INDIANS.

From the report of the Indian agent in Wyoming it appears that, notwithstanding diligent efforts, it was late in the summer of 1878 when a teacher was obtained and a day school opened for the Indian youth. The agent expresses the opinion, however, that a day school cannot be made entirely successful as long as the Indians continue to live in lodges, yet he entertains no doubt as to obtaining full attendance at schools in case necessary aid should not be withheld. Preparations were in progress for the opening of a boarding and industrial school, and there were efforts made to secure an additional school building, the agent being of opinion that no other kind of school would be effective.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND BLIND.

Liberal provisions are made by which the deaf and dumb, the blind, and the insane are placed in the best institutions of the country, at the expense of the Territory.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOSEPH SLAUGHTER, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

EDUCATIONAL ASSOCIATIONS.

THE AMERICAN INSTITUTE OF INSTRUCTION.

The directors of the institute met at Boston January 5, 1878, and made arrangements for the annual meeting, which was held July 9-12, at Fabyan's, in the White Mountains. It was the great educational meeting of the year, from 3,000 to 5,000 persons being present. The members represented all grades and systems of teaching for twenty-eight States, and the exhibits displayed the improvements in apparatus, aids, and text books. The opening address was made by Hon. T. W. Bicknell, Boston, president of the institute, who stated that one of the meetings had been held in New York and 47 in New England, and that during the time represented by these meetings over 400 lectures and addresses had been delivered by the members on education in common and normal schools, as well as in universities and colleges. Discussing school officials, he said that every school official should be an expert in school affairs; that he should hold office long enough to exert a controlling influence over such affairs; and that appointment and removal should not be controlled by political or religious influences. Referring to the influence of superintendents, he said that school supervision should be in the hands of experienced educators and that the several grades of rank should be reached by steady and deserved promotions. Establishing supervision upon a permanent basis, he would place the electing power in the control of educated men, and make the term of office long enough to determine the most valuable results in plans of the superintendents. In regard to teachers, he would cause the grades of salaries to recognize the grades of qualifications and experience, making the ultimate salary one to which the best talent might aspire, and conferring a life annuity after twenty-five or thirty years' service. A paper by Dr. Sauveur on "Reform in the teaching of languages," containing arguments in favor of his new method, led to a discussion in which S. S. Greene, LL. D., of Rhode Island, Mr. M. Grant Daniell, of Boston, Professor Fay, of Tufts College, and H. C. Hardon, principal of Shurtleff School, Boston, expressed opinions unfavorable to the method advocated in the paper read by Dr. Sauveur. Hon. J. W. Dickinson, secretary of the Massachusetts State board of education, delivered an address on "School supervision," in which he urged the advisability of intrusting superintendence of schools only to educated and experienced men. In the evening addresses were made by Governor Prescott, Superintendents Corthell of Maine, Downs of New Hampshire, Conant of Vermont, and Dickinson of Massachusetts, United States Commissioner of Education Eaton, Hon. J. Hancock of Ohio, Messrs. White of Indiana, Newell of Maryland, Henkle of Ohio, and Tanetaro Megata, commissioner of education of Japan. The session of the second day was begun with reports and resolutions and an address by Superintendent J. W. Corthell, of Maine, on "The examination of teachers," treating the subject in an able manner. He was followed by D. B. Hagar, A. M., of Massachusetts, in an exhaustive discourse on the same subject, including a plan for examination. Several delegates participated in the discussion of this subject, after which President W. F. Warren, of Boston University, read a paper on "Joint and disjointed education in the public schools," eliciting opinions on the subject from Rev. A. D. Mayo, of Springfield, Mass., and A. J. Rickoff, of Cleveland, Ohio. Two evening sessions were held, one on Mount Washington, the other at Fabyan's, telegraphic communication being maintained between them. Professor Bicknell presided, with Miss West as secretary, over the meeting on Mount Washington, where recitations of poems and music by the Glee Club of student waiters from Bridgewater Normal School, with resolutions affirming the principles of American school systems, constituted the exercises. At Fabyan's Professor Fay, of Tufts College, spoke of the topography of the White Mountains, and Professor Niles gave an able lecture on "Mountain summits and scenery." The third day's session was opened by an address by Larkin Dunton, A. M., principal of Boston Normal School, on "Professional schools for teachers," urging the establishment of normal schools of a much higher grade than any in operation; and Professor Fletcher, of the Castine Normal School, spoke in favor of special courses for the training of teachers, to be introduced into colleges and universities. Professor Mowry, of Providence, R. I., presented the question of "Political education in the schools," recommending that the principles of our government and the duties imposed by them should be taught in grammar and high schools. General Eaton commended the ideas advanced by Professor Mowry, especially urging the benefit of political education in the territorial schools; and the subject was further discussed by Drs. Miner and White, Mr. Haine, and Professor Richards. Professor Butterfield, of Massachusetts, next read a paper on "Visible speech," treating of the relation of phonetic symbols to the organs of speech and the mechanism of the universal phonetic alphabet, and giving a history of the discovery of the phonetic basis of language and the perfection of the system of "vis-

ible speech." The evening exercises of the third day at Fabyan's consisted of a concert and an address by Dr. Loring, of Salem, Mass., on "The methods and objects of American education." The fourth day was occupied by reports of various committees, election of new officers of the institute, resolutions of the committee on necrology, tributes to the memory of deceased members, and report of the auditing committee. A committee on spelling reform was chosen, and an address by President White, on "Education of labor," evoked discussion by M. A. Newell, LL. D., of Baltimore. Professor Dolbear, of Tufts College, read an illustrated lecture on the telephone and inventions leading to it. Among the exercises of the last evening of the institute, mostly social, was the election of Professor Dolbear to honorary membership. After adjournment a social reunion was held at the Fabyan House, numbering at least 1,000 persons and made agreeable by music and addresses. The inauguration of President Carleton, of Connecticut, completed the proceedings of the institute.—(New-England Journal of Education.)

INTERCOLLEGIATE LITERARY ASSOCIATION.

The fourth annual convention was held in the Academy of Music, New York City, January 10, 1878, Rev. Dr. Taylor, of the Broadway Tabernacle, presiding, and the platform being occupied by several distinguished professors. In the oratorical contest, which was the principal exercise of the convention, twelve colleges and universities were represented, viz: Cornell, Princeton, Williams, St. John's, Rutgers, La Fayette, Madison University, Wesleyan University, Northwestern University, University of the City of New York, the College of the City of New York, and the University of Syracuse. The judges in oratory, Messrs. E. L. Godkin, D. H. Olmstead, and A. D. F. Randolph, awarded the first oratorical prize to Carlton P. Mills, of Williams College, for his able oration on the "National life of Ireland," and conferred the second prize on J. J. Grant, of La Fayette College, the subject of whose address was "The convictions of labor." The Greek prize was won by Louis Bevier, of Rutgers; the first Latin prize was awarded to A. D. Bingham, of Madison University; the first prize in mathematics, to Thomas K. Satterlee, of the College of the City of New York; and the first prize in mental science, to A. F. Ormond, of Princeton. The first prize for excellence in essay writing was received by Charles W. Ames, of Cornell; subject, "The growth of political parties in the United States." Several second prizes were given and several contestants rewarded by "honorable mention" from the judges. On the evening of January 11 the trustees of the association held a meeting, followed by one of the council of regents. The finances of the association were first discussed and ways and means devised by which the desired endowment fund of \$50,000 might be secured within a brief time, to be held as a permanent fund, toward which Mrs. Astor gave \$500 and the colleges had been taxed \$50 each annually. A committee was appointed to cause prize certificates to be printed and presented to the successful contestants of the past four years, and the committee on finance was requested to obtain subscriptions for the payment of the prizes of the past and current years, to be distributed by the trustees; the dues of the colleges were defined at \$25 each annually. A new by-law forbids any winner of a first prize to compete for a second prize. Eugene Frayer, of Cornell, was reelected president of the council of regents, and A. L. Allen, of Williams, vice president. A request for time for further consideration of a proposition to substitute fellowships for money prizes, presented by Colonel Higginson, was granted, and it was decided that the addresses delivered by Dr. McCosh and Colonel Higginson at Association Hall should be published in circulars. Dr. McCosh in his addresses favored debate rather than written orations in such a contest as that of the intercollegiate. The council adjourned till their next regular time of convention in September, 1878.—(College journals and New York Tribune.)

AMERICAN MEDICAL ASSOCIATION.

At the twenty-ninth annual meeting of the American Medical Association, held at Buffalo, N. Y., June 4-7, 1878, a report by Dr. E. Seguin, of New York, on "The intervention of physicians in education," was read by Dr. Hamilton before the section on state medicine and public hygiene, which section requested Dr. Hamilton to express the opinions of the association on the subject. Dr. Hamilton, indorsing the paper, urged the necessity for action in the matter. It was unanimously resolved that "in the opinion of the association medical men ought to have a voice in the construction and location of public school buildings, in the questions as to the age at which children should be admitted, the hours of study, and the general management of these institutions, and to this end it is believed to be necessary that one or more intelligent physicians should be placed on boards of education, boards of trustees, and on other similar boards having the control of public education and schools."—(Buffalo Medical and Surgical Journal.)

NATIONAL EDUCATIONAL ASSOCIATION.

The meeting of this important association, usually held during the summer vacation of each year, was not called for 1878. The executive committee thought that it would

be impossible to secure a fair attendance, a great number of the most active and efficient members having made arrangements to visit the international exposition held in Paris in that year. The American Philological Association, a department of the national association which usually meets at the same time and place, also held no meeting in 1878.

GERMAN-AMERICAN TEACHERS' ASSOCIATION.

The ninth annual convention of the German-American Teachers' Association was held at New York from the 29th of July to the 2d of August, 1878. A remarkable feature of this convention was the exhibition of school books and apparatus, about 60 German and American book firms being represented. The first general meeting, July 30, was presided over by President Keller; communications were received, one advocating the metric system. Mr. Metzner, of the North American Union of Gymnastic Associations, recommended that statistical information should be obtained as to provisions for gymnastic exercises in German-American schools, and asked that measures should be begun to introduce such exercises. A paper was read by W. Müller, of Cincinnati, Ohio, on "Routine work in the class room," in which he deprecated rigid rules and enforced quiet. An elaborate essay on the "History of education in America" was read by Mr. Schuricht, including an account of ancient civilization and the present status of education in this country, and in which the Bureau of Education was complimented as a "constant monitor, clearing the way for enlightened improvements and reforms." The normal school committee reported arrangements for the opening of the seminary in September, 1878, in connection with the model school, \$24,000 being ready for investment toward the endowment fund. Mrs. Kraus-Bölte addressed the association on the "Kindergarten, the child's first workshop," and "Seminaries for the education of Kindergärtner," insisting that by the method of these schools the moral and physical natures of children are equally developed, and in conclusion presenting illustrations of the theory. "Schools on the Fröbel plan" were also discussed by Mr. Kraus, who advocated the Kindergarten system as giving to the common school a tendency to combine theoretical instruction and practical work. On the second day Mr. Schneck advocated a "Material change in the organization of public schools," and Messrs. Schuricht, Schneck, Eckoff, and Stahl were appointed a committee on a report calculated to prepare members for discussion the following year. "Sex in education," by Mr. Schöder, was an able effort in favor of coeducation and became the subject of general discussion, long continued, which resulted in resolutions offered and adopted in favor of the theory of Mr. Schöder. In the evening Professor Schem read an essay on the "Mother tongue in the family," in advocacy of the use of the German language in families whose elders are natives of Germany. At the meeting of August 1 resolutions advocating a modification of all severe rules in schools were read, discussed, and adopted. Mr. Schuricht offered resolutions favoring district associations and a common schedule of studies in districts. Mr. Klemm reported for the committee on German in public schools that the German departments had been closed in several cities in the West by reason of inefficiency or for the sake of economy, and that in a few places they had been reopened. The committee, after discussion, determined that it is preferable to intrust instruction in the German language to class teachers rather than to special teachers.—(Report from Mr. L. R. Klemm, of Cleveland, Ohio.)

SOUTHERN EDUCATIONAL ASSOCIATION.

The first annual convention of this association, composed of a number of school superintendents and leading teachers from various Southern and Western States, was held August 6-8, 1878, in James's Hall, Chattanooga, Tenn., in response to a call made by the friends of southern education. On the evening of the first day a temporary organization was effected by the election of Dr. G. A. Chase, of Louisville, Ky., as chairman, and W. B. Bonnell, of Atlanta, as secretary. Mayor Carlyle made the address of welcome, to which Professor Meek responded for the association. After the appointment of a committee to prepare a constitution and by-laws a paper was read by Mr. Mallon, superintendent of public schools in Atlanta, on "The educational situation of the South," in which he deprecated the tardy improvement of the South in educational matters, and urged the necessity of advancement in education of both white and colored.

On the second day a constitution was adopted and signed by persons from several States, after which thorough organization and enrolment of members were in order; all teachers, school officials, and friends of education present desiring to become members being enrolled as such on payment of an annual fee of \$2. Professor Meek read an essay on "The study of English," in which higher rank was asked for the studies of philology and a longer course in English and Anglo-Saxon was advised in the schools. Animated discussion was excited by this paper, after which the recitation of Longfellow's "Building of the Ship," by Miss Mary Bowen, of New Jersey, closed the morning exercises. In the afternoon Prof. O. D. Smith, of the East Alabama Agricultural and Mechanical College, read an essay on "Industrial education as related to the material

development of the South," exhibiting its great resources and urging the need and advantage of industrial schools. In the evening Dr. Chase read an essay on "The teacher the chief factor in a good school."

On the third and last day the convention held a business meeting. An evening session finished the proceedings of the convention; resolutions were adopted in which the measure then before Congress for the realization of an educational fund was indorsed, and the coöperation of all important educational associations in the States, North and South, was invited. After a brief address by Hon. Le Roy F. Box, superintendent of public education of Alabama, the association adjourned.—(*Eclectic Teacher*, *Indiana School Journal*, and *Ohio Educational Monthly*.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The twenty-seventh annual convention of the association was held at Washington University, St. Louis, Mo., August 21, 1878. Professor Newcomb, the retiring president, introduced the president for the ensuing year, Prof. O. C. Marsh, who addressed the association briefly. Mayor Overstolz made an address of welcome on behalf of the citizens of St. Louis. The secretary announced that sixty papers had been entered under the rules of the meeting, six new members were elected, and the names of many candidates for membership were presented. During the afternoon the four sections of the association organized and prepared for regular work. In the evening Vice Presidents Grote and Thurston addressed the general association, the former upon "Education a succession of experiences," the latter upon "Philosophical methods of the advancement of science." On the second day the committee appointed to memorialize the State legislature concerning the cultivation of timber and the preservation of forests made a report, which was read and adopted. In section A, Professor Clark, of Cincinnati, gave a lecture on chemistry, advocating the endowment of laboratories for research and the establishment of a chemical journal for the dissemination of American science and for the record of all new discoveries. Several papers were read in section B and thereafter both sections adjourned till evening, when an address by the retiring president was read before a large assemblage. A good audience listened to the proceedings of the third day. The committee to memorialize Congress in relation to meteorological researches was continued and Mr. Osborne, of Washington, D. C., was added to it. The election of several new members then took place, Professor Loomis in the chair. Among the new members was Thomas A. Edison, whose name was presented and received with applause. President Marsh welcomed him with congratulations upon the intelligence received that morning from the exposition at Paris that the grand prize for the most wonderful invention of the age had been awarded to him. A committee was appointed for the arrangement of a eulogy upon Professor Henry, former president of the association. The association next met in sections. Mr. Edison presented before section A papers upon "The use of the tasimeter for measuring the heat of stars and of the sun's corona," "On the application of the carbon button," "On the principle involved in the microphone and the telephone and a new voltmeter." Professor Barker thereafter read an interesting paper on the results of spectroscopic observations of the recent solar eclipse. Professor Reese, of St. Louis, gave an outline of the work accomplished by the Fort Worth solar eclipse party; several other papers were read in this section, and a few in section B. On the fourth day, in the subsections of the association, a paper by J. Lawrence Smith, of Louisville, Ky., was read, announcing the discovery of the oxide of a new metallic element, which the professor proposed to call "mossandrum." This is the first element ever discovered by an American, and is found in the mineral smarskite, from North Carolina, and resembles the metals of the cerium groups.—(*New-England Journal of Education*.)

ASSOCIATION OF NEW ENGLAND SCHOOL SUPERINTENDENTS.

The twenty-first semiannual meeting of this association was held at the rooms of the school committee, Boston, October 25, Mr. Marble, president, in the chair. This meeting was attended by 35 superintendents of the principal cities of New England, and was of much interest. Samuel Eliot, LL. D., superintendent of Boston schools, presented the first subject of discussion in an able address on "The public school and the public library," ranking them as kindred institutions, and advocating the establishment by large public libraries of branch libraries in different districts for school use; thus making the library and school assist each other in promoting wholesome reading and the ends to which good reading tends, thus making them correspondent in assistance. The second topic of discussion was "The method of teaching reading to beginners," presented by F. W. Parker, superintendent of public schools, Quincy, Mass., in which he subjected the various systems to an exhaustive criticism. The nominating committee having reported, essays for discussion were taken up, among them the subject of schools and libraries being again much commented upon.—(*New-England Journal of Education*.)

AMERICAN PUBLIC HEALTH ASSOCIATION.

This association held a convention at Richmond, Va., November 19-22, 1878. Among the resolutions relating to sanitary legislation adopted were the following, presented by Dr. Henry B. Baker, of Michigan, and intended to advance the interests of public health:

"That this association approves of the proposition for the formation of a permanent 'United States Public Health Commission,' charged with the duty of collating and utilizing all such information directly or indirectly relating to the public health as shall be gathered in the several Departments of the General Government of the United States; this commission to make to the President or to Congress an annual report, which shall embody such facts and information relating to public health as may be collected and be considered important to be included in such report, and otherwise to collect and disseminate useful information relating to public health in such manner as shall best advance the interests of the people of the United States—the amount of money appropriated for such purposes being limited by Congress and the commission to be constituted as follows: The Surgeon General of the Army, the Chief Signal Officer of the Army, the Surgeon General of the Navy, the Surgeon General of the Marine Hospital Service, the Commissioner of Education, the Superintendent of the Census, and a permanent secretary and executive officer, this last to be a citizen of the United States, to be chosen by the commission, selected for his executive ability and especially for his expert ability in vital statistics and sanitary science, and to have charge of the office and the work of the commission at the capital.

"That the interest of public health and safety in these United States will be promoted by the establishment of State and national examining boards, not connected with medical schools or colleges, but under governmental direction, whose duty it shall be to examine applicants for degrees in sanitary science and public hygiene, and to confer such degrees upon such only as on examination are found learned in such specialties; that this will promote accuracy in these studies, will stimulate many to become proficient, will create a demand for increased efforts for the teaching of sanitary science and such 'knowledge of most worth' by schools and colleges, and finally that it will make it possible for State and city officers to select health officers and members of boards of health from a class of persons whose proficiency in sanitary science has been ascertained by those competent to judge."—(Transactions of the American Medical Association.)

EDUCATION IN SUNDAY SCHOOLS.

STATISTICAL SUMMARY.¹

States and Territories.	Sunday schools.	Increase or decrease since 1875.	Teachers and officers.	Sunday school scholars.	Total membership.	Increase or decrease since 1875.
Alabama	1,000	-----	6,300	77,000	83,300	-----
Arkansas	505	-----	4,542	33,312	37,854	-----
California	800	Inc. 167	3,648	45,600	49,248	Inc. 8,208
Colorado	67	Inc. 27	700	5,260	5,900	Inc. 3,916
Connecticut	1,059	Inc. 115	18,035	134,640	152,675	Inc. 19,006
Delaware	200	-----	3,000	22,003	25,003	-----
Florida	500	Inc. 253	3,423	25,079	28,502	-----
Georgia	2,547	Inc. 234	22,808	167,254	190,062	Inc. 15,838
Illinois	6,244	Inc. 277	63,955	465,874	529,829	Inc. 43,518
Indiana	4,089	Inc. 938	40,062	323,650	363,712	Inc. 79,132
Iowa	2,659	-----	25,384	354,682	380,066	-----
Kansas	1,605	Inc. 697	17,655	106,304	123,959	Inc. 55,835
Kentucky	2,501	Inc. 125	29,436	214,121	243,557	Inc. 5,920
Louisiana	1,377	-----	13,220	96,843	110,063	-----
Maine	1,200	Inc. 140	12,000	80,000	92,000	Inc. 7,000
Maryland	1,833	Inc. 177	18,032	171,198	189,290	Inc. 8,127
Massachusetts	1,738	-----	30,011	270,461	309,472	-----
Michigan	2,198	Inc. 200	19,777	145,023	164,805	Inc. 14,982
Minnesota	887	Inc. 82	8,115	55,953	64,068	Inc. 12,160
Mississippi	1,583	-----	14,244	104,452	118,696	-----
Missouri	2,087	Dec. 767	18,010	121,578	139,588	Dec. 72,995
Nebraska	958	Inc. 229	6,934	42,260	49,214	Inc. 14,307
Nevada	67	-----	411	2,928	3,339	-----
New Hampshire	600	Dec. 103	12,120	60,403	72,523	Inc. 9,190
New Jersey	1,812	Inc. 98	29,773	156,842	216,615	Inc. 21,281
New York	5,820	Dec. 180	99,524	803,875	903,399	Inc. 91,399
North Carolina	1,985	-----	17,697	131,026	148,893	-----
Ohio	6,347	Inc. 602	77,119	544,583	621,702	Inc. 243,957
Oregon	100	-----	926	6,328	7,254	-----
Pennsylvania	7,789	Inc. 129	105,870	754,420	860,290	Inc. 58,021
Rhode Island	401	-----	5,998	43,994	49,992	-----
South Carolina	1,412	-----	12,704	93,164	105,868	-----
Tennessee	2,451	-----	22,055	161,736	183,781	-----
Texas	2,500	Inc. 2,180	10,000	70,000	80,000	Inc. 64,000
Vermont	650	Dec. 58	6,855	60,145	67,000	Inc. 10,437
Virginia	3,911	Inc. 1,488	35,904	229,213	265,117	Inc. 22,828
West Virginia	1,500	Inc. 479	12,500	75,000	87,500	Inc. 32,150
Wisconsin	2,454	-----	18,094	165,925	184,019	-----
Alaska	1	Dec. 26	5	25	30	Dec. 1,310
Arizona	5	Inc. 1	30	175	205	Inc. 12
Dakota	73	Inc. 25	517	2,873	3,390	Inc. 1,475
District of Columbia	60	-----	1,150	10,350	11,500	Inc. 11,500
Idaho	9	Inc. 3	54	391	445	Inc. 148
Indian Territory	98	Inc. 64	319	2,400	2,719	Inc. 1,000
Montana	28	-----	169	1,243	1,412	-----
New Mexico	33	-----	224	1,646	1,870	-----
Utah	281	Inc. 263	3,288	31,197	34,485	Inc. 33,110
Washington	25	Inc. 25	200	1,000	1,200	Inc. 1,200
Wyoming	12	Inc. 8	73	660	733	Inc. 539
	78,046	-----	853,100	6,504,054	7,357,154	-----

¹In the Report of the Commissioner of Education for 1875 a table similar to that above was given, its statistics, as then stated, being those reported to and published by a convention of Sunday school teachers and officers held at Baltimore, Md., May 11-13, of that year. The table now presented is from the report of a like convention held at Atlanta, Ga., April 17-19, 1878.

The figures for increase in this table, although indicative of considerable progress, do not present the whole advance made in the three years from 1875 to 1878. There has been in those years not only a great growth in the number of the schools and of those connected with them, but also much improvement in the methods of preparing teachers for their work and of imparting instruction to the scholars, especially in the cities and large towns. Meetings of teachers for the study of the lessons in advance have become more frequent, and instruction from experienced instructors in these meetings has been much more full and systematic, with better help from maps of Bible lands and from information as to the manners and customs of the East. In the schools, also, such maps and illustrations have aided greatly in imparting instruction to the scholars. The training, too, has become, it is believed, more practical and thus more efficient than it was, dealing less with mere feeling, more with great principles and duties, and tending to make the children actively benevolent and the schools hives of active workers for the temporal as well as for the eternal good of their suffering and impoverished fellows of the race.

APPENDIX.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

TABLE I.—PART I.—*Statistics of the school systems of the States and Territories, showing States Bureau*

	States and Territories.	Report for the year—	SCHOOL YEAR.		SCHOOL POPULATION.	
			Begins—	Ends—	Between what ages.	Total number between said ages.
1	2	3	4	5	6	
1	Alabama	1877-'78	Oct. 1	Sept. 30	7-21	370,245
2	Arkansas	1878	July 1	June 30	6-21	6216,475
3	California	1878	July 1	June 30	5-17	205,475
4	Colorado	1878	Sept. 1	Aug. 31	6-21	26,473
5	Connecticut	1878	Sept. 1	Aug. 31	4-16	138,407
6	Delaware	1877-'78	Apr. —	Apr. 1	5-21	35,649
7	Florida	1877-'78	Oct. 1	Sept. 30	4-21	772,985
8	Georgia	1878	Jan. 1	Dec. 31	6-18	433,444
9	Illinois	1878	Oct. 1	Sept. 30	6-21	1,002,421
10	Indiana	1878	July 1	June 30	6-21	699,153
11	Iowa	1878	Sept. 16	Sept. 15	5-21	575,474
12	Kansas	1878	Aug. 1	July 31	5-21	266,575
13	Kentucky	1876-'77	July 1	June 30	6-20	512,808
14	Louisiana	1878	Jan. —	Dec. —	6-21	7274,406
15	Maine	1877-'78	Apr. 1	Mar. 31	4-21	214,797
16	Maryland	1877-'78	Sept. 1	June 30	5-20	276,120
17	Massachusetts	1877-'78	May —	Apr. —	5-15	9297,202
18	Michigan	1878	Sept. 3	Sept. 2	5-20	476,806
19	Minnesota	1878	Sept. 1	Aug. 31	5-21	271,428
20	Mississippi	1878	Jan. 1	Dec. 31	5-21	1346,613
21	Missouri	1878	Apr. —	Apr. —	6-20	688,248
22	Nebraska	1878	Apr. 2	Apr. 1	5-21	104,030
23	Nevada	1878	Sept. 1	Aug. 31	6-18	9,922
24	New Hampshire	1878	Mar. —	Mar. —	4-21	673,785
25	New Jersey	1877-'78	Sept. 1	Aug. 31	5-18	322,166
26	New York	1877-'78	Oct. 1	Sept. 30	5-21	1,615,256
27	North Carolina	1878	Sept. —	Sept. —	6-21	422,380
28	Ohio	1878	Sept. 1	Aug. 31	6-21	91,027,248
29	Oregon	1877-'78	Sept. 1	June 20	4-20	653,462
30	Pennsylvania	1878	June —	June —	6-21	m1,200,000
31	Rhode Island	1877-'78	May 1	Apr. 30	5-15	n53,316
32	South Carolina	1878	Nov. 1	Oct. 31	6-16	228,128
33	Tennessee	1878	Sept. 1	Aug. 31	6-18	448,917
34	Texas	1878	Sept. 1	Aug. 31	8-14	194,353
35	Vermont	1877-'78	Apr. 1	Mar. 31	5-20	92,631
36	Virginia	1878	Aug. 1	July 31	5-21	433,701
37	West Virginia	1877-'78	Sept. 1	Aug. 31	6-21	209,532
38	Wisconsin	1878	Sept. 1	Aug. 31	4-20	478,692
39	Arizona	1878	Jan. 1	Dec. 31	6-21	3,069
40	Dakota	1878	Sept. 1	Aug. 31	5-21	12,201
41	District of Columbia	1877-'78	July 1	June 30	6-17	38,800
42	Idaho	1878	Sept. 1	Aug. 31	5-18	4,942
43	Montana	1878	Sept. 1	Aug. 31	4-21	5,315
44	New Mexico	1875	Jan. 1	Dec. 31	7-18	r29,512
45	Utah	1878	Nov. —	Nov. —	6-16	33,604
46	Washington	1876-'77	Sept. —	Aug. —	4-21	12,997
47	Wyoming	1876	Sept. —	Sept. —	7-21	.....
48	Indian:					
	Cherokees	1876	Sept. —	June 30	7-21	} \$17,000
	Chickasaws	1876	Sept. 1	June 30	10-18	
	Creeks	1876	Sept. 1	May 1	6-20	
	Choctaws	1876	Sept. 1	May 31	.....
	Seminoles	1876	Sept. 1	May 31	.....

a Average attendance.

b Several counties made no report of sex.

c Whole number taught.

d Number under 5 years of age.

e Estimated.

f In 1876.

g In 1877.

h For colored population the school age is from 6 to 16.

i A printed report of later date gives 227,607 as the enrolment.

j Later than the abstract of the printed report given in the preceding pages.

the enrolment, attendance, duration of schools, &c.; from replies to inquiries by the United of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.		
Sex.		Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number enrolled in schools during school year.	Average monthly enrolment.	Average daily attendance.
Male.	Female.						
7	8	9	10	11	12	13	14
b90, 859	b80, 734				160, 713		a99, 125
101, 897	103, 578	d85, 061			e33, 747		94, 696
13, 636	12, 837				154, 064		9, 699
		e23, 068	0	e115, 339	16, 641		73, 565
					119, 823		
					26, 730		
222, 150	211, 294				36, 964		23, 933
511, 897	490, 524	493, 913			209, 872		130, 605
360, 208	333, 945				706, 723		g420, 031
294, 714	280, 760	e71, 833	e134, 994	e368, 647	512, 535		315, 893
137, 402	129, 173	36, 159	63, 970	166, 446	428, 362		256, 913
					177, 806		106, 932
j142, 784	j131, 622				248, 000	190, 000	160, 000
					j83, 047		g54, 390
					155, 150		108, 940
		d1, 945	k27, 404		156, 274	109, 105	81, 829
					310, 181		a228, 447
					359, 702		g210, 000
183, 077	165, 274				167, 825		
					205, 978	171, 226	115, 976
5, 055	50, 270				448, 033		f182, 000
	4, 867				62, 785		
					7, 612	5, 127	4, 666
					66, 023		48, 410
					202, 634	145, 837	113, 604
					1, 032, 052		577, 606
216, 815	205, 565				228, 092		132, 553
526, 831	500, 417		269, 868	757, 440	740, 194	574, 535	465, 372
b23, 057	b21, 216				23, 992		21, 464
					936, 780		603, 825
					4, 536	63, 057	62, 112
					41, 093	30, 117	26, 644
117, 514	110, 614			223, 128	116, 239		
					261, 152		172, 198
					146, 946		
					73, 081		48, 638
249, 394	234, 307	43, 989	131, 970	307, 742	202, 244	155, 311	116, 464
114, 028	95, 504				130, 184		86, 768
243, 602	235, 090		p277, 047	p201, 645	297, 502		
					2, 740		890
6, 264	5, 937				7, 156		1, 342
e18, 244	e20, 556	0	e2, 852	e35, 948	22, 842	18, 959	18, 133
					q3, 432		
2, 804	2, 511				3, 277		
					5, 151		
17, 095	16, 509			33, 604	21, 710		14, 949
					5, 385		
					1, 690		
					g3, 000	2, 500	1, 500
					g400		
					g716	575	448
					g1, 200	904	745
					g180		108

k Number over 15 years of age.

l So reported, though the sum of the figures given reaches 348,351.

m In 1873.

n Census of 1875.

o In evening schools.

p The figure in column 10 includes those between 15 and 20; that in column 11 those between 4 and 15.

q In 8 counties.

r Census of 1870.

s For 1878.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories,*

States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
	Number of school rooms exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
				Pupils.		Pupils.	
				Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21
1 Alabama			84½				
2 Arkansas							
3 California			144.2				
4 Colorado	456		91				
5 Connecticut	2,564		178.47		(12,000)		
6 Delaware			b157.5				
7 Florida			c105.8				
8 Georgia			d90	13,552	12,537	3,042	2,181
9 Illinois			154.22		(41,406)		
10 Indiana			129				
11 Iowa			146				
12 Kansas	5,145	81	113				
13 Kentucky	4,830		110				
14 Louisiana			g80				
15 Maine			118				
16 Maryland			182				
17 Massachusetts			j176		(j k23,670)		
18 Michigan			150		(10,634)		
19 Minnesota			85				
20 Mississippi			79				
21 Missouri	8,092		99				
22 Nebraska	2,546	27	102				
23 Nevada			161		(1,061)		
24 New Hampshire			96.65				
25 New Jersey	3,182		194	(23,641)		(18,376)	
26 New York			179		(13,350)		
27 North Carolina			46				
28 Ohio	15,671		155	13,560	9,561	285	259
29 Oregon	1,091	8	94				
30 Pennsylvania			145				
31 Rhode Island	{ 136 }	{ }	160	{ }			
32 South Carolina	801		182				
33 Tennessee			91				
34 Texas			77		(31,730)		
35 Vermont			124				
36 Virginia			107	m8,778	m9,855	m2,111	m2,541
37 West Virginia			96.36				
38 Wisconsin			d161	{ (25,532)		(830)	
39 Arizona			p189		(n394)		
40 Dakota			124				
41 District of Columbia	322	10	187				
42 Idaho							
43 Montana	110	3	88	(170)			
44 New Mexico			132		(1,259)		
45 Utah			137	n1,400	n1,460	n700	n800
46 Washington	262		130				
47 Wyoming							
48 Indian:							
Cherokees	83	5	200				
Chickasaws							
Creeks	28						
Choctaws	59		168				
Seminoles	5	5	180				

a Number of males employed in winter; number of females employed in summer.

b For white schools only.

c Four counties not reporting.

d In the counties.

e Estimated.

f In cities; in towns, \$61.80 for males and \$36.20 for females; in townships, \$38 for males and \$34 for females.

g In rural Louisiana.

h Later than the abstract of the printed report given in the preceding pages.

showing the enrolment, attendance, duration of schools, &c.—Continued.

SCHOOLS OTHER THAN PUBLIC.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average monthly salary of teachers in public schools.		
Teachers in said schools in all grades.								
Teachers.								
Male.	Female.	Male.	Female.	Total.		Male.	Female.	
22	23	24	25	26	27	28	29	
		3,278	1,522	4,800		(\$17 44)		1
		710	165	875		\$50 00	\$40 00	2
		1,192	2,101	3,293	3,293	83 95	68 24	3
		226	341	567	466	49 90	46 95	4
		a752	a2,329	3,081	2,711	61 03	36 50	5
		b235	b278	b513		33 08	26 19	6
		635	335	970				7
692	345	c3,654	e1,826	e5,480	7,000			8
(1,017)		9,475	12,817	22,292		54 07	30 87	9
		8,039	5,742	13,781		f81 20	f45 80	10
		7,561	13,023	20,584	20,584	33 98	27 84	11
		2,861	3,498	6,359	5,674	33 68	27 10	12
		1,600	2,700	4,300	4,300	40 00	35 00	13
		589	1,533	h2,122		i40 00	i37 00	14
		2,280	4,540	6,820		32 63	15 92	15
		1,295	1,776	3,071	2,776	40 43	40 43	16
		j1,118	j7,390	j8,508	j8,508	j75 64	j33 04	17
		3,916	9,467	13,383		41 41	26 16	18
		1,757	3,115	4,872	4,872	37 52	28 12	19
		2,747	2,016	4,763	5,000	27 00	27 00	20
				11,268		36 36	28 09	21
		1,609	2,121	3,730	3,074	34 65	25 75	22
		45	124	169		106 00	84 00	23
		600	3,026	3,626		37 12	24 26	24
118	215	993	2,436	3,429	3,429	60 50	36 14	25
		7,978	22,589	30,567		(43 44)		26
		2,719	1,603	3,722		(23 18)		27
35	146	11,099	12,292	23,391	16,092	59 00	41 00	28
				1,068	1,000	45 00	35 00	29
		9,319	11,572	20,891		35 58	31 32	30
		{ 183	{ 1115	{ 1198	{ 1174	11 47	11 07	{ 31
		217	897	1,114	877	75 00	45 85	{ 32
		1,844	1,273	3,117		28 22	25 42	33
(1,162)		4,057	1,535	5,592		(28 12)		34
				4,330		(m53 00)		35
		n720	n3,608	n4,328		30 44	20 00	36
m487	m832	2,853	1,750	4,603		32 19	27 14	37
		2,822	925	3,747	3,747	29 54	26 19	38
(874)				9,808	6,700	o26 85	o23 36	39
				37		d38 45	d25 33	40
		19	18	37		p105 55	p36 53	41
		141	189	330		91 00	74 00	42
		31	339	370	370	37 16	26 54	43
						86 55	64 08	44
		57	59	116	120	(59 71)		45
41	40	132	15	147				46
n30	n62	254	235	489		35 00	22 00	47
		134	145	279		40 00	30 00	48
		21	27	48		(71 56)		49
				n196		42 80	42 80	50
						40 00	40 00	
						26 00	26 00	
						50 00	50 00	

i Exclusive of the city of New Orleans, in which the average salaries are: men, \$76.72; women, \$39.58.

j Published in the report of 1877 as for that year; properly they are for the year ending April, 1878.

k Average attendance.

l For evening schools; the average salaries of teachers given in columns 28 and 29 are for each evening.

m In 1875.

n In 1877.

o For colored.

p In the cities

TABLE I. — PART 2. — *Statistics of the school systems of the States and Territories, showing States Bureau*

	States and Territories.	ANNUAL INCOME.			
		From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
1		30	31	32	33
1	Alabama.....	<i>a</i> \$239, 763		\$239, 763	\$137, 425
2	Arkansas.....	<i>b</i> 168, 236	\$77, 646		
3	California.....	1, 339, 147	1, 393, 015	2, 782, 162	186, 786
4	Colorado.....	<i>c</i> 128, 788	57, 371	186, 159	
5	Connecticut.....	207, 712	1, 050, 493	1, 258, 205	138, 475
6	Delaware.....	<i>f</i> 24, 798	191, 742		
7	Florida.....	(150, 641)		150, 641	<i>g</i> 17, 962
8	Georgia.....	300, 000	111, 453	411, 453	
9	Illinois.....	1, 000, 000	5, 345, 749	6, 345, 759	537, 195
10	Indiana.....	1, 494, 330	2, 272, 817	3, 767, 147	624, 094
11	Iowa.....		4, 004, 561	4, 004, 561	284, 012
12	Kansas.....	69, 428	947, 079	1, 016, 507	122, 373
13	Kentucky.....	1, 084, 575	500, 000	1, 584, 575	200, 000
14	Louisiana.....	305, 953	235, 148	541, 101	600
15	Maine.....	224, 481	595, 173	819, 654	25, 428
16	Maryland.....	533, 984	752, 253	1, 286, 237	53, 806
17	Massachusetts.....	<i>f</i> 41, 065	4, 191, 511	4, 191, 511	140, 862
18	Michigan.....	514, 774	2, 176, 165	2, 690, 939	234, 477
19	Minnesota.....	<i>e</i> 229, 216	842, 610	1, 071, 826	213, 518
20	Mississippi.....	247, 892	378, 376	626, 268	
21	Missouri.....	363, 276	2, 446, 911	2, 810, 187	174, 030
22	Nebraska.....	66, 684	465, 158	531, 842	102, 604
23	Nevada.....	<i>g</i> 49, 670	141, 188		
24	New Hampshire.....			535, 983	
25	New Jersey.....	1, 132, 502	706, 824	1, 839, 326	133, 307
26	New York.....	2, 938, 208	7, 004, 303	9, 942, 511	335, 000
27	North Carolina.....	293, 247	0	293, 247	809
28	Ohio.....	1, 531, 081	5, 497, 867	7, 028, 948	230, 118
29	Oregon.....	<i>e</i> 125, 704	73, 456	199, 160	33, 237
30	Pennsylvania.....		7, 180, 000	7, 180, 000	
31	Rhode Island.....	<i>e</i> 83, 215	<i>e</i> 550, 809	<i>e</i> 634, 024	9, 091
32	South Carolina.....	<i>p</i> 75, 809	222, 530	298, 339	
33	Tennessee.....			(837, 674)	
34	Texas.....				
35	Vermont.....	12, 271	469, 550	481, 821	15, 165
36	Virginia.....	<i>e</i> 255, 457	<i>e</i> 650, 244	<i>e</i> 905, 701	144
37	West Virginia.....	232, 815	579, 590	812, 405	18, 520
38	Wisconsin.....			1, 874, 821	178, 207
39	Arizona.....	4, 065	17, 331	21, 396	
40	Dakota.....	<i>g</i> 14, 767	37, 076		
41	District of Columbia.....		369, 179	369, 179	3, 623
42	Idaho.....		22, 780	22, 780	
43	Montana.....	<i>e</i> 43, 118	11, 137	54, 255	
44	New Mexico.....				
45	Utah.....	63, 480	22, 470	85, 950	
46	Washington.....			49, 765	
47	Wyoming.....			24, 626	
48	Indian:				
	Cherokees.....				72, 298
	Chickasaws.....				
	Creeks.....	0	0	0	10, 000
	Choctaws.....	1, 522		1, 522	27, 500
	Seminoles.....				2, 500

a Includes \$109,763 from poll tax.*b* State apportionment, the greater part being in State scrip. This probably accounts for the difference in the total annual income here given and that in the printed report.*c* Includes balance on hand at the close of last year.*d* Paid out of general fund of counties, and therefore not included in State expenditure.*e* County tax.*f* State appropriation.*g* State apportionment.*h* Covers a period of, later date than the printed report used in preparing the abstract preceding.*i* For New Orleans only.*j* Some of these statistics were published in the report of 1877 as for that year. Properly they belong to the year ending April, 1878.

the income, expenditure, and permanent school fund; from replies to inquiries by the United of Education.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.		
Revenue from other funds.	From other sources.	Total.		Permanent.		Current.
				Sites, buildings, and furniture.	Libraries and ap- paratus.	Salaries of su- perintendents.
34	35	36	37	38	39	40
		\$377, 188				\$8, 064
\$6, 000	\$6, 473	258, 355		\$4, 435		
106, 621		c3, 820, 661	\$151, 400	390, 095	\$66, 461	d42, 100
43, 413	19, 923	c281, 674		24, 599		
55, 952	56, 527	1, 509, 159	0	124, 944	7, 643	30, 000
		216, 540				
3, 600	11, 108	183, 311	8, 300			11, 595
		411, 453				
78, 554	2, 673, 230	9, 634, 728		152, 442	29, 660	76, 005
	200, 727	4, 591, 968	47, 885	424, 304		
	552, 283	4, 840, 856		695, 320	31, 470	
	664, 423	1, 803, 302	171, 543	240, 194	24, 867	60, 458
25, 000	18, 000	1, 827, 575	0		5, 000	25, 000
4, 750	15	h546, 466	0	47, 898		32, 139
115, 115	180, 717	1, 140, 914		92, 706		30, 339
	200, 758	1, 540, 861		207, 662		28, 250
93, 353	68, 844	k4, 535, 635	0		4, 786	54, 985
	315, 070	l3, 240, 486		632, 868	22, 470	
129, 892	37, 420	m2, 524, 485	456, 932	77, 471		57, 420
		626, 268				7, 412
440, 191		3, 424, 408				
327	30, 295	665, 668	505, 161	138, 775		24, 460
	19, 199	c236, 491		27, 543	46	
37, 862	9, 595	583, 440		102, 882		14, 093
	31, 416	2, 004, 049	96, 975	379, 807	2, 436	28, 180
44, 749	324, 391	n10, 646, 651	25, 300	1, 363, 430	221, 553	n129, 400
0	158, 460	452, 616	0	12, 864	0	13, 495
340, 831	242, 114	7, 482, 011	35, 310	1, 015, 785		185, 580
	26, 389	258, 786		80, 535		
f 1, 000, 000		8, 180, 000		1, 118, 186		72, 800
10, 511	o55, 818	o709, 444	2, 027	174, 669	694	10, 201
	17, 858	316, 197		4, 353	1, 950	
	q66, 754	904, 428		55, 035		r16, 074
		859, 484		29, 648		
19, 907		516, 893				12, 270
	32, 536	c938, 381		83, 433	1, 064	43, 268
0	4, 250	835, 175	37, 420	55, 633	2, 093	14, 149
	205, 597	c2, 749, 956	7, 647	s235, 197	17, 454	t46, 000
		21, 396	687	2, 097	1, 309	1, 100
	6, 958	c72, 950		20, 187	541	
0	804	373, 606	0	29, 365	0	11, 435
3, 968		c33, 347				
	12, 686	66, 941		10, 328		
		25, 473				
	27, 463	113, 413	0	27, 463		u1, 500
		49, 765				
		24, 626				
		72, 298				
		43, 000				
3, 000	0	13, 000	0			
		29, 022				
1, 500		4, 000				

k Total of items reported.

l Does not include moneys brought over from preceding school year.

m So reported by the superintendent, though the items given above amount to but \$1,452,656.

n Amount paid by State only.

o Includes income for evening schools.

p From poll tax.

q Includes city tax.

r For district clerks.

s Includes expenditure for repairs.

t Of county superintendents only.

u For territorial superintendent only.

TABLE I.—PART 2.—Statistics of the school systems of the States and Territories,

States and Territories.		ANNUAL EXPENDITURE.			
		Current.			Expenditure in the year per capita of the school population.
		Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).	Total.	
1	41	42	43	44	
1. Alabama.....	\$350,633		\$358,697	\$0 97	
2. Arkansas.....	121,397	\$6,788	a148,393		
3. California.....	2,272,551	426,708	3,155,815	b13 74	
4. Colorado.....	153,089	26,184	d243,850	10 14	
5. Connecticut.....	1,041,041	302,849	1,506,477	10 71	
6. Delaware.....	125,859	90,681	216,540		
7. Florida.....	85,361	5,860	e134,880		
8. Georgia.....			f411,453	95	
9. Illinois.....	4,445,657		g7,526,109	b7 45	
10. Indiana.....	3,065,968	1,161,639	4,651,911	7 04	
11. Iowa.....	h3,011,230	954,518	4,692,538	i8 22	
12. Kansas.....	980,435	235,463	1,541,417	4 88	
13. Kentucky.....	1,000,000	100,000	1,130,000	2 00	
14. Louisiana.....	426,839	91,355	j558,231	2 00	
15. Maine.....	830,670	96,994	1,050,709	4 50	
16. Maryland.....	1,122,414	234,934	1,593,260	5 66	
17. Massachusetts.....	m871,857	430,255	5,166,988	15 26	
18. Michigan.....	1,920,239	540,942	3,116,519	66 05	
19. Minnesota.....	878,980	480,814	1,494,685	5 50	
20. Mississippi.....	585,393		592,805	1 70	
21. Missouri.....	2,320,430		2,406,133		
22. Nebraska.....	444,500	p142,785	750,520	7 21	
23. Nevada.....	106,301	57,473	a205,147		
24. New Hampshire.....	419,258	60,194	q636,655		
25. New Jersey.....	1,528,986	64,640	2,004,049	5 10	
26. New York.....	7,756,844	1,284,678	10,755,905		
27. North Carolina.....	292,893	5,035	324,287	767	
28. Ohio.....	4,956,514	1,836,976	7,995,125	6 85	
29. Oregon.....	194,571		275,106	5 146	
30. Pennsylvania.....	4,755,620	2,241,371	8,187,977		
31. Rhode Island.....	r427,445	r66,761	r679,770	r12 53	
32. South Carolina.....	291,268	21,459	319,030		
33. Tennessee.....	692,198	30,925	794,232	b1 58	
34. Texas.....	656,977		747,534		
35. Vermont.....	407,835	90,996	511,101	5 04	
36. Virginia.....	714,651	121,479	963,895	1 83	
37. West Virginia.....	501,705	113,695	687,275	8 33	
38. Wisconsin.....	1,601,252	217,632	2,117,535	4 52	
39. Arizona.....	14,947	1,943	21,396	6 92	
40. Dakota.....	30,489	8,576	57,793		
41. District of Columbia.....	237,189	95,617	373,606	8 91	
42. Idaho.....	23,082		23,082		
43. Montana.....			65,505	10 65	
44. New Mexico.....	15,432	3,458	18,890		
45. Utah.....	84,230		113,193	3 33	
46. Washington.....				3 82	
47. Wyoming.....	w16,400		w16,400		
48. Indian:					
Cherokees.....	43,075		b73,441	24 78	
Chickasaws.....	4,500		b21,000		
Creeks.....	11,200		b13,000		
Choctaws.....	12,000		b27,534	12 62	
Seminoles.....	2,250		b2,800		

a Items not reported in all the counties.

b In 1877.

c Per capita of population between 5 and 17.

d Includes \$39,978, money previously borrowed, paid in 1878.

e So reported, though the items given amount to but \$102,816.

f The funds for tuition and for building are largely supplemented by patrons, and it is therefore impossible to give them with exactness.

g Total annual expenditure from printed report. Items given in written return amount to \$4,703,764.

h Includes salaries of superintendents.

i Estimated.

j Covers a period of later date than the printed report used in the abstract preceding.

k In 1876.

showing the income, expenditure, and permanent school fund, &c.—Continued.

ANNUAL EXPENDITURE.				Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.	
Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 5 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.				
45	46	47	48	49	50	51	
\$2 25	\$3 64			\$430, 855	\$430, 855		1
				11, 200	191, 097		2
b18 59	b28 19	bc\$13 74	bc\$14 04	2, 011, 500		\$6, 343, 370	3
16 40	27 66					474, 771	4
12 37	20 14	12 85		2, 000, 000	2, 000, 000		5
7 72						484, 361	6
				243, 500		116, 934	7
1 96	3 15						8
b10 63				8, 893, 524	5, 337, 858	16, 105, 870	9
9 60	15 57			3, 468, 799	8, 974, 456	11, 536, 647	10
11 05	118 43	112 84	114 37	2, 288, 391	10, 000, 000	9, 356, 129	11
7 32	12 18	7 82	10 54	1, 000, 000	1, 600, 000	4, 527, 227	12
4 00	5 00			k82, 921		2, 300, 000	13
6 72				b400, 500		700, 000	14
6 18	8 80			906, 229	906, 229	3, 063, 418	15
8 95	17 09			2, 067, 000			16
14 62	19 85			b3, 151, 418	b4, 843, 662	8, 937, 091	17
b10 80	b13 52			3, 859, 964	15, 000, 000	3, 382, 352	18
8 90				n815, 229			19
2 93	3 46			2, 909, 457	o7, 278, 503	8, 321, 399	20
				2, 120, 182	18, 734, 848	1, 806, 467	21
11 95				k274, 500		283, 338	22
b7 34	b14 40			k494, 000	k530, 000	2, 336, 547	23
8 12	14 47			1, 365, 284	1, 365, 284	6, 300, 398	24
				7, 270, 584		30, 147, 589	25
1 42	2 445			112, 000		157, 920	26
9 51	15 10	9 29	10 98	k3, 742, 760		21, 329, 864	27
					b509, 000	483, 060	28
7 61	11 81					24, 839, 820	29
rs17 10	rs19 33			240, 376	261, 796	2, 634, 941	30
b3 70	b4 91			b2, 512, 500	b2, 512, 500	1, 051, 398	31
							32
6 43	9 62			b669, 087			33
4 37	7 59	2 87	3 07	1, 430, 645	1, 430, 645	1, 012, 503	34
5 23	5 78			392, 232	392, 232	1, 683, 349	35
7 24		110 69	112 43	2, 680, 703	2, 680, 703	5, 115, 556	36
8 00	24 03					47, 478	37
						60, 319	38
15 13	19 08	9 62	11 59	0	0	1, 181, 664	39
							40
14 22						88, 285	41
							42
5 25	7 63	3 33		0	0	382, 112	43
9 24							44
							45
							46
35 76	62 76				1, 306, 961	165, 000	47
						50, 000	48
					200, 000		
25 62	38 96						

¹ Some of these statistics were published in the Report for 1877 as for that year. Properly they belong to the year ending April, 1878. The total annual expenditure is from printed report for 1877-78.

^m Only a partial report.

ⁿ Chickasaw school fund, on which the State pays an annual interest of \$75,218, which amount, being raised by taxation, is reported under that heading.

^o Includes county and township funds.

^p Includes expenditure for library and apparatus.

^q Includes amount paid for interest or to cancel debt.

^r Includes expenditure for evening schools.

^s In finding expenditure per capita, interest is reckoned at 6 per cent.

^t Per capita of the population between 4 and 15.

^u In 1875.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1878; from replies to inquiries by the United States Bureau of Education.

City.	Superintendent.	3	Estimated present popu- lation.	School population.				Number enrolled in public schools.				12	13	14
				4	5	6	7	8	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.				Number under 6 years of age.	Number over 16 years of age.	Whole number en- rolled, excluding duplicate enrol- ments.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	Montgomery, Ala.	L. A. Shaver.	15,000	7-21	0	1,846	3,004	0	77	2,142	450	180	168	
2	Little Rock, Ark	J. M. Fish.	18,000	6-21			6,146			3,503	803	200	189	
3	Sacramento, Cal.	Adm. C. Hinkson	26,000	6-17			4,457			38,672	6,551	214	214	
4	San Francisco, Cal.	A. L. Mann	308,215	6-17			652,093		3,709	1,693	120	200	196	
5	Stockton, Cal.*	George S. Ladd	15,000	5-17	708	307	3,011	0	90	2,317	200	200	195	
6	Denver, Colo. (½ of city).	Aaron Gove	24,000	6-21			3,000			4,735	450	210	196	
7	Bridgeport, Conn.*	H. M. Harrington	21,735	4-16	1,297		6,376			1,552	142	200		
8	Greenwich, Conn.	Dr. J. H. Brush, chairman school board	7,644	4-16			1,934		42	7,080	1,500	196		
9	Hartford, Conn.	John Henry Brocklesby, acting visitor.	37,180	4-16			9,601		97	2,782	886	197		
10	Middletown, Conn.	Rev. J. T. Pettice, acting visitor	10,495	4-16			3,823		24	2,675	27	192		
11	New Britain, Conn.	Charles Nordlund	11,000	4-16			3,141		258	10,008	1,500	200	199	
12	New Haven, Conn.	A. Parish	53,823	4-16	2,513		13,219	571	54	1,915	40	200	200	
13	New London, Conn.*	Ralph Wheeler	9,580	4-16	350	0	2,101	300	63	2,911	127	204		
14	Norwalk, Conn.	Rev. J. A. Hamilton, acting visitor	12,119	4-16			3,262			1,218	127	204		
15	Norwich, Conn. b.	N. L. Bishop, principal	16,533	4-16	246		1,512	230	26	1,606	648	197		
16	Stamford, Conn.	N. R. Hart, secretary	9,714	4-16			2,472			3,157	473	191		
17	Waterbury, Conn.	J. W. Webster	16,039	4-16			3,799		42	6,906				
18	Wilmington, Del.	David W. Harlan	30,841	6-21			*9,178					203	196	
19	Jacksonville, Fla.	Frederic Pascoe, county superintendent.	10,000	6-21								132	124	
20	Atlanta, Ga.	B. Mallon e	40,000	6-18			10,360			3,598	600	182	182	
21	Columbus, Ga.	William H. Fleming	15,380	6-18			5,628			2,019	500	185	165	
22	Savannah, Ga.	George M. Dews.	21,789	6-18		358	7,909		60	1,204	300	193	182	
23	Macon, Ga.	B. M. Zettler	10,800	6-18			2,803			2,852	300	180	140	
24	Savannah, Ga. e.	W. H. Baker	28,225	6-18			10,917			4,019	500	210	200	
25	Alton, Ill.*	E. A. Haight	9,825	6-21			3,164		20	1,406	600	204	199	
26	Bellefonte, Ill.	Henry Raab	13,500	6-21		856	4,332		0	2,066	550	204	199	
27	Bloomington, Ill.*	Sarah E. Raymond.	14,000	6-21			7,292	0	251	53,109		180	177	
28	Chicago, Ill.	Duane Doty	306,005	6-21	0	35,296	123,115		1,400	1,869	18,647	200	196	
29	Decatur, Ill.*	E. A. Gastman	10,500	6-21		762	3,094			1,839	200	180	177	
30	Freeport, Ill.*	C. C. Snyder	12,000	6-21			2,852		200	1,640	200	200	196	
31	Galesburg, Ill.	Matthew Andrews.	12,400	6-21		1,531	4,354			2,301		180	178	

32	Jacksonville, Ill.....	D. H. Harris.....	9, 203	12, 000	6-21	.....	1, 360	3, 693	.....	200	1, 839	800	190	188
33	Joliet, Ill.....	J. F. Perry.....	7, 263	14, 000	6-21	.....	.....	3, 557	.....	.....	2, 606	604	198	197
34	Peoria, Ill.....	N. C. Dougherty.....	22, 849	38, 000	6-21	.....	.....	8, 947	.....	.....	4, 118	1, 660	200	200
35	Quincy, Ill.....	T. W. Macdall.....	24, 652	32, 000	6-21	.....	2, 547	8, 513	.....	77	3, 807	1, 800	200	197
36	Rockford, Ill*.....	Jas. H. Budgett, prinl West High School	11, 049	14, 000	6-21	0	.....	4, 901	.....	.....	.....	1, 475	198	195
37	Rock Island, Ill.....	J. F. Everett.....	7, 890	13, 000	6-21	.....	.....	5, 358	.....	.....	2, 100	500	200	180
38	Evansville, Ind.....	John M. Bloss.....	21, 880	40, 000	6-21	.....	.....	12, 877	.....	.....	5, 113	.....	193	195
39	Fort Wayne, Ind.....	John S. Irwin.....	17, 718	27, 832	6-21	.....	3, 677	11, 306	.....	133	3, 372	2, 200	193	195
40	Indianapolis, Ind.....	E. S. Tarbell.....	48, 244	92, 000	6-21	.....	5, 395	22, 806	.....	773	13, 877	1, 340	200	194
41	Jefersonville, Ind*.....	H. S. Hopkins, A. M.....	7, 254	10, 000	6-21	.....	614	2, 723	.....	.....	1, 300	1, 300	190	188
42	Lafayette, Ind*.....	J. T. Merrill.....	15, 000	22, 000	6-21	.....	.....	6, 020	.....	.....	.....	1, 800	200	195
43	Logansport, Ind.....	John K. Walls.....	8, 950	15, 000	6-21	.....	.....	4, 061	.....	.....	1, 743	1, 800	200	195
44	Madison, Ind.....	John Pattee, secretary	11, 800	15, 000	6-21	.....	.....	5, 300	.....	.....	1, 700	200	200	200
45	Richmond, Ind.....	John Cooper.....	9, 445	14, 000	6-21	.....	.....	4, 236	.....	175	2, 142	200	200	200
46	South Bend, Ind*.....	Alfred Kummer.....	12, 000	15, 000	6-21	.....	.....	5, 300	.....	.....	2, 142	200	200	200
47	Terre Haute, Ind.....	William H. Wiley.....	16, 103	22, 000	6-21	0	2, 663	7, 065	.....	.....	1, 601	250	180	178
48	Darlington, Iowa.....	R. G. Sunderland.....	21, 170	28, 000	5-21	429	1, 795	5, 033	.....	418	3, 356	1, 000	200	192
49	Council Bluffs, Iowa.....	W. H. Hatch.....	10, 620	13, 000	5-21	.....	.....	3, 260	.....	.....	1, 620	200	200	195
50	Davenport, Iowa.....	J. B. Young.....	20, 638	25, 000	5-21	.....	.....	8, 888	354	199	4, 979	200	190	190
51	Des Moines, west side, Ia*.....	J. H. Thompson.....	12, 635	14, 000	5-21	.....	.....	3, 592	183	74	1, 955	400	190	188
52	Dubuque, Iowa.....	Thomas Hardie, secretary	18, 484	30, 000	5-21	.....	.....	9, 618	224	192	3, 896	1, 700	200	197
53	Keokuk, Iowa*.....	W. W. Jamieson.....	12, 769	13, 000	5-21	.....	.....	5, 732	.....	.....	2, 500	500	180	180
54	Atchison, Kans*.....	L. C. Scott.....	10, 927	12, 000	5-21	800	900	3, 000	.....	65	1, 320	300	200	180
55	Lawrence, Kans.....	W. A. Poles.....	8, 820	9, 500	5-21	209	755	2, 822	29	43	3, 212	840	180	179
56	Leavenworth, Kans.....	Frank A. Fitzpatrick.....	17, 800	21, 000	6-21	.....	.....	6, 100	.....	.....	3, 212	100	170	169
57	Covington, Ky.....	Benjamin D. Best.....	14, 801	16, 500	6-18	.....	3, 055	10, 655	.....	50	3, 905	2, 150	210	196
58	Lexington, Ky.....	J. O. Harrison.....	100, 753	130, 000	6-20	.....	.....	42, 401	.....	.....	19, 292	800	7204	7192
59	Louisville, Ky.....	George H. Tingley, jr.....	15, 067	18, 500	6-20	.....	.....	6, 500	0	53	2, 674	210	200	200
60	Newport, Ky*.....	W. H. Jones.....	6, 866	10, 000	6-20	.....	.....	1, 946	0	.....	790	320	224	215
61	Paducah, Ky*.....	D. C. Culey.....	191, 418	263, 439	6-20	.....	.....	68, 918	.....	.....	26, 166	.....	159	159
62	New Orleans, La.....	William O. Rogers.....	7, 808	10, 000	4-21	.....	.....	2, 288	.....	.....	1, 217	.....	185	182
63	Augusta, Me.....	C. P. Roberts, school agent.....	18, 289	18, 500	4-21	.....	.....	5, 586	.....	.....	3, 700	.....	200	190
64	Bangor, Me*.....	John Tuck, secretary school committee	10, 258	10, 285	4-21	.....	.....	3, 662	.....	.....	1, 779	.....	200	190
65	Biddeford, Me.....	Abner J. Phipps.....	13, 602	13, 602	4-21	633	2, 435	6, 479	.....	175	3, 560	189	184	184
66	Lewiston, Me*.....	Thomas Tash.....	31, 418	36, 000	5-21	1, 197	2, 372	6, 381	335	330	6, 143	1, 320	200	200
67	Portland, Me.....	Henry E. Shepherd.....	267, 354	50, 000	6-21	.....	.....	86, 961	.....	.....	35, 288	13, 550	186	186
68	Baltimore, Md.....	A. G. Lewis.....	12, 090	15, 765	5-15	.....	.....	3, 171	.....	.....	3, 374	135	190	190
69	Adams, Mass*.....	Samuel Elliot, LL.D.....	292, 499	341, 919	5-15	754	.....	60, 762	.....	.....	35, 412	5, 521	202	200
70	Boston, Mass.....	Francis Cogswell.....	420, 737	50, 000	5-15	.....	.....	8, 422	.....	.....	8, 554	1, 381	200	199
71	Cambridge, Mass.....	.....	.....	.....	.....	.....	.....	3, 169	.....	.....	3, 919	1, 418	.....	.....
72	Chelsea, Mass.....	.....	9, 607	10, 335	5-15	.....	.....	1, 915	.....	.....	1, 330	58	.....	.....
73	Chelsea, Mass.....	.....	27, 191	50, 000	5-15	700	.....	9, 793	700	.....	9, 604	900	200	200
74	Fall River, Mass.....	William Connell, jr.....	11, 260	12, 000	5-15	253	0	2, 235	.....	157	2, 542	15	195	191
75	Fitchburg, Mass.....	Joseph G. Edgerly.....	16, 500	18, 000	5-15	482	0	4, 066	.....	33	4, 149	45	200	200
76	Gloucester, Mass.....	Louis H. Marvel.....	16, 092	14, 028	5-15	.....	.....	2, 501	.....	.....	2, 921	72	.....	.....
77	Haverhill, Mass.....	.....	10, 733	20, 000	5-15	327	0	3, 163	.....	.....	1, 948	892	200	190
78	Holyoke, Mass.....	E. L. Kirtland.....	10, 733	20, 000	5-15	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1877.
a Estimated.
b The report here given, exclusive of that of the population, is for the central school district only, which comprises about one-half of the city.
c Since deceased.
d Including Bibb County.
e Including Chatham County.
f School census of 1878.
g For colored children, 6-16.
h In colored schools, 195 and 185.
i State census of 1875.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.*

City.	Superintendent.	School population.				Number enrolled in public schools.				Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.	
		Total population (census of 1870).	Estimated present population.	Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number-enrolled, excluding duplicate enrolments.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14
79 Lawrence, Mass.....	G. A. Littlefield.....	34,916	38,000	5-15	.....	.....	6,668	.....	.....	5,461	1,000	200	200
80 Lowell, Mass.....	Charles Morrill.....	40,928	53,000	5-15	800	.....	8,087	650	338	8,611	600	200	197
81 Lynn, Mass.....	William F. Brackett, jr., see 7 school com.	28,223	34,000	5-15	.....	.....	5,779	258	162	5,898	112	210	202
82 Malden, Mass.....	.....	7,367	10,843	5-15	.....	.....	2,080	.....	.....	2,599	60	.....	.....
83 Marblehead, Mass.....	.....	7,703	9,000	5-15	.....	.....	1,491	.....	.....	1,610	36	.....	.....
84 Marblehead, Mass.....	W. D. Burdett, chairman school com.....	8,475	8,774	5-15	.....	157	2,127	.....	157	2,137	75	6180	6178
85 Milford, Mass*.....	George E. Stacy, secretary.....	9,890	.....	5-15	.....	.....	2,223	.....	.....	2,171	297	.....	.....
86 New Bedford, Mass.....	.....	21,320	25,876	5-15	.....	.....	4,208	.....	.....	4,122	.....	.....	.....
87 Newburyport, Mass.....	.....	12,595	13,323	5-15	.....	.....	2,511	.....	.....	2,285	.....	.....	.....
88 Newton, Mass.....	E. Hunt, Jr. D.....	10,160	16,500	5-15	.....	135	2,846	60	123	3,359	300	200	194
89 Northampton, Mass.....	George B. Drury.....	10,100	10,950	5-15	72	.....	2,088	.....	.....	2,073	75	170	164
90 Pittsfield, Mass.....	W. B. Rice, chairman executive com.....	11,113	12,267	5-15	190	.....	2,245	.....	78	2,069	175	200	192
91 Salem, Mass.....	Aug. D. Small.....	24,117	26,000	5-15	.....	.....	4,576	.....	.....	5,404	327	215	201
92 Somerville, Mass.....	J. H. Davis.....	14,683	21,000	5-15	618	.....	4,324	520	565	5,977	450	200	200
93 Springfield, Mass.....	A. P. Stone.....	26,703	31,000	5-15	279	.....	5,379	252	136	3,591	137	195	195
94 Taunton, Mass.....	W. W. Waterman.....	18,467	19,000	5-15	.....	.....	3,143	.....	.....	1,762	100	200	195
95 Waltham, Mass.....	Benton Smith, chairman.....	9,065	10,500	5-15	.....	.....	1,995	.....	.....	2,147	58	.....	.....
96 Weymouth, Mass.....	.....	29,819	10,600	5-15	260	.....	1,960	187	135	2,207	50	200	203
97 Woburn, Mass.....	E. H. Davis.....	8,564	10,445	5-15	1,879	800	9,406	1,605	600	10,284	1,200	205	192
98 Worcester, Mass.....	A. P. Marble.....	249,317	52,000	5-15	100	550	2,311	100	398	2,191	300	200	198
99 Ann Arbor, Mich.....	Walter S. Perry.....	7,363	7,500	5-20	100	.....	4,278	428	327	2,841	5,574	198	196.5
100 Bay City, Mich*.....	I. W. Morley.....	7,064	18,000	5-20	.....	.....	35,962	.....	.....	14,466	5,175	200	194
101 Detroit, Mich.....	J. M. B. Sill.....	79,061	120,000	5-20	354	923	5,093	0	143	3,083	1,750	200	194
102 East Saginaw, Mich.....	Joseph C. Jones.....	17,024	17,000	5-20	.....	.....	9,310	318	410	5,039	1,000	200	195
103 Grand Rapids, Mich.....	A. J. Daniels.....	16,527	30,000	5-20	.....	.....	2,835	0	98	1,564	400	200	194.5
104 Saginaw, Mich*.....	Cornelius A. Gower.....	7,461	10,500	6-20	.....	.....	.....	0	216	3,562	800	196	196
105 Minneapolis, w. d., Minn.....	O. V. Tonsley.....	13,000	35,000	5-21	.....	.....	*11,134	0	1,015	4,249	1,700	200	200
106 St. Paul, Minn.....	B. F. Wright.....	20,080	40,260	5-21	443	1,621	8,107	227	601	2,730	240	251	120
107 Natchez, Miss.....	James S. Montgomery.....	18,408	19,000	5-21	.....	.....	3,600	60	50	1,459	300	153	145
108 Vicksburg, Miss.....	C. E. Bent.....	12,443	12,000	5-21	300	602	2,982	.....	.....	1,950	300	180	177
109 Hannibal, Mo.....	William H. Ide, secretary.....	10,125	12,800	6-20	.....	.....	.....	.....	.....	.....	.....	.....	.....

110	Kansas City, Mo.	J. M. Greenwood.	32,000	45,000	6-20	10,622	2,233	7,119	207	4,612	200
111	St. Joseph, Mo.	Edward B. Neely	19,565	30,000	6-20	2,233	2,233	7,119	207	4,612	200
112	St. Louis, Mo.	W. T. Harris	310,804	440,000	6-20	25,725	25,725	107,225	2,432	18,000	200
113	Omaha, Neb.	S. D. Beals	16,083	25,000	5-21	570	1,530	5,336	138	2,924	201
114	Concord, N. H.	Eliza Adams, member board education.	12,241	13,000	5-15					2,375	
115	Dover, N. H.	Rev. Geo. B. Spalding, pres't b'd educ'n.	9,294	10,112	5-15					1,678	
116	Manchester, N. H.	William E. Buck	23,536	28,000	5-15			3,065	408	3,886	195
117	Nashua, N. H.	S. Arthur Bent	10,543	11,000	5-			2,072	76	1,942	180
118	Portsmouth, N. H.	John Penner, secretary	9,200	10,000	5-			2,318	143	1,906	205
119	Andover, N. H.	Henry L. Bonsall	20,045	34,000	5-18			11,134		7,068	
120	Elizabeth, N. J.	Edward S. Atwater	20,832	30,000	5-18			7,124		3,406	
121	Jersey City, N. J.	William L. Dickinson	82,546	120,000	5-18			40,204	850	21,183	206
122	Newark, N. J.	William B. Barringer	130,000	135,000	6-18			41,323		18,564	210
123	New Brunswick, N. J.	Henry B. Pierce	15,058	19,000	5-18			5,727	77	2,671	202
124	Orange, N. J.	U. W. Cutts	9,343	11,000	5-18			3,680		1,618	203
125	Paterson, N. J.	William J. Rogers	33,379	33,300	5-18			12,480		3,629	204
126	Trenton, N. J.	J. R. Encke	22,874	30,000	5-18			9,221		9,412	207
127	Albany, N. Y.	Charles W. Cole	69,422	86,541	5-21			37,600		14,024	200
128	Auburn, N. Y.	E. B. Snow	17,400	20,000	5-21			5,143	32	2,820	192
129	Binghamton, N. Y.	M. L. Hawley	12,736	17,624	5-21			4,246	309	3,079	210
130	Brooklyn, N. Y.	Thomas W. Field	396,099	482,493	5-21			164,250	229	93,333	205
131	Buffalo, N. Y.	Oliver P. Stevens	117,714	134,557	5-21			52,000	25	23,905	205
132	Colosse, N. Y.	M. M. Merrell	15,357	22,500	5-21			9,556	200	3,589	205
133	Elmira, N. Y.	Luther C. Foster	8,615	8,784	5-21			5,732	65	4,239	194
134	Hudson, N. Y.	C. M. Ryan, secretary	10,058	11,000	5-21			3,500		1,239	700
135	Hudson, N. Y. (of city)	Arthur A. Skinner	6,315	8,000	5-21			2,572	118	1,812	56
136	Lockport, N. Y.	R. V. K. Montfort	12,624	13,000	5-21			2,838	131	1,923	213
137	Long Island City, N. Y.	Henry Kiddle	12,208	19,000	5-21			4,155	160	2,905	210
138	Newburgh, N. Y.	N. W. Howard	17,322	17,000	5-21			5,170	400	2,100	212
139	New York, N. Y.	Virgil C. Douglass	942,232	1,041,886	5-21			376,000	144	2,473	238
140	Ogdensburg, N. Y.	Richard Brittain, clerk	12,000	11,000	5-21			4,073		208,823	203
141	Oswego, N. Y.	C. N. Shumons	20,910	22,500	5-21			9,041		1,917	730
142	Poughkeepsie, N. Y.	L. S. Packard	20,080	20,000	5-21			6,002		4,189	730
143	Rochester, N. Y.	Samuel B. Howe	62,386	75,000	5-21			29,146	528	3,989	196
144	Saratoga Springs, N. Y.	Edward Smith	7,516	12,759	5-21			2,331	360	1,610	202
145	Schenectady, N. Y.	David Beattie	11,026	17,516	5-21			4,450	112	11,838	197
146	Syracuse, N. Y.	W. K. Wickes	43,000	60,000	5-21			17,217	383	2,376	350
147	Utica, N. Y.	Joseph H. Palmer, commissioner	46,405	68,531	5-21			19,000		9,471	200
148	Watertown, N. Y.	Sam'l Findley	32,496	32,496	5-21			11,527		9,716	200
149	Watertown, N. Y.	J. H. Lehman	9,336	9,932	5-21			2,806	0	5,131	1,500
150	Watertown, N. Y.	William Richardson	12,733	18,500	5-21			6,437		2,088	841
151	Watertown, N. Y.	John B. Peaslee	10,006	17,500	5-21			4,429	204	3,276	841
152	Akron, Ohio	Andrew J. Rickoff	8,600	12,500	6-21			3,675		2,747	450
153	Chillicothe, Ohio	R. W. Stevenson	9,000	13,000	6-21			3,404	124	2,108	193
154	Cincinnati, Ohio		216,239	300,000	6-16			67,110	52	30,814	350
155	Cleveland, Ohio		9,829	142,444	6-21			45,364	932	30,814	16,583
156	Columbus, Ohio		31,247	51,434	6-21			14,246	383	22,104	196
157					6-21			3,390	238	7,316	200

* From Report of the Commissioner of Education for 1877.

a State census of 1875.

b In grammar and high schools; in primary schools, 160 and 157.

c In high schools, 200.

d 361 of these were non-residents.

e Including Adams County.

f In 1877.

		10, 174	10, 174	6-21	450	4, 800	0	90	1, 790	400	200	193
189	Wilkes-Barre, Pa., 3d dist	16, 030	20, 000	6-21	0	2, 500	0	81	3, 721	.....	168	164
190	Williamsport, Pa.	11, 093	14, 000	6-21	0	2, 500	0	81	2, 300	.....	185	185
191	York, Pa.	11, 093	14, 000	6-21	0	2, 500	0	81	1, 934	732	198	195
192	Newport, R. I.	13, 521	14, 028	5-15	108	2, 807	116	.....	13, 821	809	200	194
193	Providence, R. I.	63, 904	101, 000	5-	.....	17, 684	.....	.....	2, 045	50	200	186
194	Warwick, R. I.	10, 453	11, 700	5-15	.....	.....	.....	.....	1, 806	644	198	193
195	Woonsocket, R. I.*	13, 575	14, 000	5-16	.....	3, 236	.....	.....	1, 415	.....	160	158
196	Charleston, S. C.	50, 000	54, 000	6-16	.....	12, 727	.....	75	1, 829	250	198	198
197	Chattanooga, Tenn.	6, 093	11, 488	6-18	.....	2, 522	.....	.....	1, 415	300	200	192
198	Knoxville, Tenn.*	8, 682	16, 000	6-18	450	1, 949	.....	.....	4, 235	400	200	196
199	Memphis, Tenn.*	40, 226	50, 000	6-20	.....	9, 091	.....	250	3, 097	2, 000	177	170
200	Nashville, Tenn.	23, 876	28, 000	6-18	0	3, 213	0	27	1, 846	425	158	156
201	Houston, Tex.	10, 000	27, 000	8-14	.....	2, 890	.....	.....	.....	.....	.....	.....
202	Burlington, Vt.	13, 387	15, 000	5-20	.....	.....	.....	.....	1, 183	800	197	197
203	Alexandria, Va.	13, 570	14, 000	5-21	6359	64, 447	34	38	1, 539	250	192	192
204	Lynchburg, Va.	12, 020	15, 000	5-21	317	4, 093	11	117	1, 344	740	207	203
205	Norfolk, Va.*	19, 256	23, 000	5-21	705	1, 576	0	0	2, 075	1, 200	190	185
206	Petersburg, Va.	18, 950	20, 000	5-21	.....	.....	.....	.....	.....	.....	200	200
207	Portsmouth, Va.	10, 492	11, 000	5-21	348	3, 399	50	11	6, 272	3, 400	211	206
208	Richmond, Va.	51, 038	79, 000	5-21	2, 002	5, 804	282	483	5, 397	2, 000	202	198
209	Wheeling, W. Va.*	19, 280	28, 270	6-21	.....	9, 675	.....	.....	2, 778	500	200	200
210	Fond du Lac, Wis.	12, 765	15, 000	4-20	.....	5, 846	.....	.....	1, 751	350	180	180
211	Janesville, Wis.	11, 000	9, 500	4-20	.....	3, 610	95	276	2, 190	700	200	193
212	La Crosse, Wis.	10, 000	17, 000	4-20	.....	3, 968	.....	.....	1, 352	000	180	176
213	Madison, Wis.	10, 000	16, 000	4-20	.....	3, 931	.....	.....	10, 054	9, 500	200	200
214	Milwaukee, Wis.	71, 490	120, 000	4-20	.....	36, 054	.....	.....	2, 846	700	200	197
215	Oshkosh, Wis.	17, 428	18, 000	4-20	.....	5, 409	.....	.....	2, 323	830	200	200
216	Racine, Wis.	9, 880	15, 000	4-20	.....	5, 287	270	106	13, 997	5, 481	197	186
217	Georgetown, D. C.*	81, 544	97, 062	6-17	0	1, 818	0	379	.....	.....	.....	.....
218	Washington, D. C.*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*From Report of the Commissioner of Education for 1877.

a Since deceased; present superintendent, W. H. Foute.

b Census of 1875.

c These statistics are for white schools only; for statistics of colored schools, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.*

City.	Number of school buildings for —								Number of sittings for study in —								Number of teachers in —											
	Primary schools.				High schools.				City normal schools.				Evening schools.				All public schools.				Private and paro- chial schools.				All schools, public and private.			
	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and paro- chial schools.	All schools, public and private.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36						
Montgomery, Ala.																												
Little Rock, Ark.																												
Sacramento, Cal.																												
San Francisco, Cal.	36	15	3	67		12																						
Stockton, Cal.*	4	5	1			10			1,013	600	80			1,093														
Denver, Colo. (½ of city)						4								1,615														
Bridgeport, Conn.*	6	11		17		17								4,069														
Greenville, Conn.						19																						
Hartford, Conn.						17																						
Meriden, Conn.						12																						
New Britain, Conn.						11																						
New Haven, Conn.	(23)	1				24			6,135	1,965	385			8,735														
New London, Conn.*	2	5	2			9								1,800														
Norwalk, Conn.						12								3,200														
Norwich, Conn.b						6			663	484				90														
Stamford, Conn.																												
Waterbury, Conn.						21																						
Wilmington, Del.	(18)			1		19				(5,648)				80														
Jacksonville, Fla.	1	2	1			3			300	350	90			5,738														
Atlanta, Ga.	(7)	1		1		8		12						740														
Augusta, Ga.	(13)	2		15		6								2,650														
Columbus, Ga.									710	330	40			1,080														
Macon, Ga.d						7																						
Savannah, Ga.e						5																						
Alton, Ill.*	5																											
Bellefonte, Ill.									1,280	640	100			2,020														
Bloomington, Ill.*						11								2,670														
Chicago, Ill.	36	26	4	0	0	66	180	246	33,400	9,000	1,500	0	0	43,900	20,000	63,900	0	599	16	176	22	20						
Decatur, Ill.*	(5)	1				6	2	8	1,088	448	192			1,728														
Freeport, Ill.*						6	2	8	1,800	610	130			1,600														

	7	14	1,050	430	130	2,100	(15)	(16)	(3)
31 Galesburg, Ill.	6	1	.....	.....	.....	2,100	.....	.....	.....
32 Jacksonville, Ill.	7	3	.....	.....	.....	1,610	.....	.....	.....
33 Joliet, Ill.	7	8	.....	.....	.....	1,692	.....	.....	.....
34 Peoria, Ill.	8	6	.....	.....	.....	3,592	.....	.....	.....
35 Quincy, Ill.	16	1	.....	.....	.....	3,100	.....	.....	.....
36 Quincy, Ill.*	9	.....	.....	.....	.....	.....	.....	.....	.....
37 Rockford, Ill.	10	.....	.....	.....	.....	2,150	.....	.....	.....
38 Rock Island, Ill.	16	.....	.....	.....	.....	.....	.....	.....	.....
39 Evansville, Ind.	3	2	.....	.....	.....	.....	.....	.....	.....
40 Fort Wayne, Ind.	3	5	.....	.....	.....	3,798	.....	.....	.....
41 Indianapolis, Ind.	(24)	1	.....	.....	.....	10,291	.....	.....	.....
42 Jeffersonville, Ind.*	2	3	.....	.....	.....	.....	.....	.....	.....
43 Lafayette, Ind.*	6	5	.....	.....	.....	1,900	.....	.....	.....
44 Leansport, Ind.	12	.....	.....	.....	.....	1,525	.....	.....	.....
45 Madison, Ind.	7	4	.....	.....	.....	700	.....	.....	.....
46 Richmond, Ind.	.....	.....	.....	.....	.....	.....	.....	.....	.....
47 South Bend, Ind.*	.....	.....	.....	.....	.....	1,679	.....	.....	.....
48 Terre Haute, Ind.	.....	.....	.....	.....	.....	1,700	.....	.....	.....
49 Council Bluffs, Iowa.	(10)	1	.....	.....	.....	3,971	.....	.....	.....
50 Davenport, Iowa	3	6	.....	.....	.....	3,850	.....	.....	.....
51 Des Moines (west side), Iowa*	(9)	(1)	.....	.....	.....	1,500	.....	.....	.....
52 Dubuque, Iowa	.....	.....	.....	.....	.....	4,282	.....	.....	.....
53 Keokuk, Iowa*	.....	.....	.....	.....	.....	2,100	.....	.....	.....
54 Atchison, Kans*	5	.....	.....	.....	.....	2,500	.....	.....	.....
55 Lawrence, Kans	12	.....	.....	.....	.....	.....	.....	.....	.....
56 Leavenworth, Kans	11	.....	.....	.....	.....	2,860	.....	.....	.....
57 Corydon, Ky.	7	3	.....	.....	.....	2,000	.....	.....	.....
58 Lexington, Ky.	.....	.....	.....	.....	.....	.....	.....	.....	.....
59 Louisville, Ky.	(27)	2	.....	.....	.....	.....	.....	.....	.....
60 Newport, Ky.*	.....	.....	.....	.....	.....	.....	.....	.....	.....
61 Paducah, Ky.*	8	4	.....	.....	.....	810	.....	.....	.....
62 New Orleans, La.	16	49	.....	.....	.....	.....	.....	.....	.....
63 Augusta, Me.	.....	.....	.....	.....	.....	.....	.....	.....	.....
64 Bangor, Me*	.....	.....	.....	.....	.....	.....	.....	.....	.....
65 Biddeford, Me.	.....	.....	.....	.....	.....	.....	.....	.....	.....
66 Lewiston, Me*	27	1	.....	.....	.....	.....	.....	.....	.....
67 Portland, Me.	6	6	.....	.....	.....	.....	.....	.....	.....
68 Baltimore, Md.	.....	.....	.....	.....	.....	.....	.....	.....	.....
69 Adams, Mass*	100	49	.....	.....	.....	.....	.....	.....	.....
70 Boston, Mass.	18	7	.....	.....	.....	.....	.....	.....	.....
71 Cambridge, Mass.	.....	.....	.....	.....	.....	.....	.....	.....	.....
72 Chelsea, Mass.	.....	.....	.....	.....	.....	.....	.....	.....	.....
73 Chicopee, Mass.	.....	.....	.....	.....	.....	.....	.....	.....	.....
74 Fall River, Mass.	25	6	.....	.....	.....	.....	.....	.....	.....
75 Fitchburg, Mass.	1	16	.....	.....	.....	.....	.....	.....	.....
76 Gloucester, Mass.	14	9	.....	.....	.....	.....	.....	.....	.....
77 Haverhill, Mass.	.....	.....	.....	.....	.....	.....	.....	.....	.....
78 Holyoke, Mass.	10	1	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1877. ^a These are for schools unclassified. ^b The report here given, exclusive of that of the population, is for the central school district only, which comprises about one-half of the city. ^c In primary, grammar, and high. ^d Including 13th County. ^e Including Chatham County.

110	Kansas City, Mo.	11	7	1	1	10		2,124	718	240			4,200	2	32	4	13	4	1
111	St. Joseph, Mo.	111				19		2,124	718	240			3,082						
112	St. Louis, Mo.	112	1	1	80	80		28,500	7,410	1,380	200	4,920	42,500	19	662	72	177	14	10
113	Onaha, Mo.	113	5	2	8	28		1,514	736	58			2,308		30	2	10	1	1
114	Concord, N. H.	114																	
115	Dover, N. H.	115	15	7	1	17		32	950	242	7180		3,125		40	5	16	2	3
116	Manchester, N. H.	116				18		1,753					2,140						
117	Nashua, N. H.	117	2	10	1	13													
118	Portsmouth, N. H.	118																	
119	Cumden, N. J.	119																	
120	Elizabeth, N. J.	120																	
121	Jersey City, N. J.	121																	
122	Newark, N. J.	122	4	1	1	28		10,813	4,224	540	35	1,046	*12,810	(189)		(122)	(13)	(6)	
123	New Brunswick, N. J.	123	4	1	1	5		1,300	715	160			16,708	0	27	1	14	3	
124	Orange, N. J.	124	3	7	10	6		4,761	1,120	280			2,175						
125	Paterson, N. J.	125	10	2	1	13	14	27	2,024	268	272		1,242						
126	Trenton, N. J.	126	25			25							6,164	3	73	5	16	1	3
127	Albany, N. Y.	127	3	6	1	10	3	13	1,892	1,110	270		10,332						
128	Auburn, N. Y.	128	2	5	1	8	3	11	1,565	729	185		32,272						
129	Binghamton, N. Y.	129	3	6	1	10	3						2,479						
130	Brooklyn, N. Y.	130	56			56													
131	Buffalo, N. Y.	131	42			42							1,125						
132	Coloche, N. Y.	132	6	1	1	9	2	10	1,795	225	80		2,100	0	33	0	6	2	
133	Elmira, N. Y.	133	2	5	1	8			1,996	1,343	160	300	3,799	27	5	38	1	4	
134	Hudson, N. Y.	134	3	2	1	3													
135	Ithaca, N. Y.	135	3	2	1	6	2	8	750	634	150		1,534						
136	Kingston, N. Y. (two-fifths of city)	136				*6							*1,477						
137	Lockport, N. Y.	137	5	1	1	7			1,234	956	258		2,448						
138	Long Island City, N. Y.	138	7			7			1,800	800			2,600						
139	Newburgh, N. Y.	139	2	3	1	6			1,998	560	200	200	2,988						
140	New York, N. Y.	140				127							*151,091						
141	Ogdensburg, N. Y.	141				9							1,400						
142	Oswego, N. Y.	142	7	6	1	15			900	600	100	100	3,900	27	2	32	1	3	
143	Poughkeepsie, N. Y.*																		

* Report of the Commissioner of Education for 1877.

* Report of the Commissioner of Education for 1877.
 † Includes special teachers in music, penmanship, and

α Includes special teachers in music, penmanship, and drawing.

d These are for ungraded schools.

These are for district schools.

c Includes 1 building for "mixed school."

d These are for ungraded schools.

Including Adams County.

For training or model school.

For training of model school.
Same as those used for day schools.

[illegible]

*From Report of the Commissioner of Education for 1877.

a Includes 13 special teachers and 28 not classified. *b* Average attendance for the winter. *c* The
d Includes 13 special teachers and 28 not classified. *e* Average attendance for the winter. *f* In primary, grammar, and high.
g Including Bibb County. *h* Includes special teachers. *i* In graded schools only. *j* In
k Average whole number, the total including special schools the total average daily
 attendance here given also includes that in special schools.

108	Vicksburg, Miss.	2	18	937	378	1,459	1,459
109	Hannibal, Mo.	6	22	1,806	519	1,950	1,950
110	Kansas City, Mo.	6	57	2,654	696	4,612	4,612
111	St. Joseph, Mo.	10	46	38,516	9,986	3,596	3,596
112	St. Louis, Mo.	161	958	25,668	6,653	55,995	55,995
113	Omaha, Neb.	3	41	2,236	625	3,005	3,005
114	Concord, N. H.	8	58			2,924	2,924
115	Dover, N. H.	5	42			2,375	2,375
116	Manchester, N. H.	28	107	2,165	674	1,809	1,809
117	Nashua, N. H.	10	69			1,678	1,678
118	Portsmouth, N. H.	7	31	46		3,886	3,886
119	Camden, N. J.	8	102			1,997	1,997
120	Elizabeth, N. J.	3	44			1,902	1,902
121	Jersey City, N. J.	0	0	13,773	3,939	3,406	3,406
122	Paterson, N. J.	3	242	7,754	523	21,183	21,183
123	Newark, N. J.	26	242	4,540	3,280	18,564	18,564
124	New Brunswick, N. J.	3	7	7,733	570	7331	7331
125	Orange, N. J.	9	92	1,106	107	80	80
126	Pateron, N. J.	48	122	3,190	630	1,618	1,618
127	Trenton, N. J.	5	9	1,540	241	9,412	9,412
128	Albany, N. Y.	25	292	1,836	591	3,929	3,929
129	Binghamton, N. Y.	1	56	1,404	502	14,054	14,054
130	Brooklyn, N. Y.	33	1,273	710	244	2,829	2,829
131	Buffalo, N. Y.	45	412	751	186	3,102	3,102
132	Colloes, N. Y.	2	39			93,333	93,333
133	Elmira, N. Y.	3	6	3,021	180	50,034	50,034
134	Hudson, N. Y.	3	19	1,761	1,620	23,905	23,905
135	Ithaca, N. Y.	1	31	692	447	14,792	14,792
136	Kingston, N. Y. (3 of city)	8	25	591	218	3,589	3,589
137	Lockport, N. Y.	4	39	918	543	4,195	4,195
138	Long Island City, N. Y.*	4	35	1,504	410	1,290	1,290
139	Newburgh, N. Y.	1	2			1,812	1,812
140	New York, N. Y.	390	3,065			1,923	1,923
141	Ogdensburg, N. Y.	2	26			2,251	2,251
142	Oswego, N. Y.	3	64			1,693	1,693
143	Poughkeepsie, N. Y.*	2				2,905	2,905
144	Rochester, N. Y.*	5	3	1,853	1,406	3,365	3,365
145	Saratoga Springs, N. Y.	24	204	2,139	171	1,917	1,917
146	Schenectady, N. Y.	5	29	4,461	289	4,472	4,472
147	Schenectady, N. Y.	2	204	4,836	353	2,897	2,897
148	Syracuse, N. Y.	3	38	6,595	407	3,989	3,989
149	Troy, N. Y.	10	106	6,641	141	11,838	11,838
150	Utica, N. Y.	1	2			1,670	1,670
151	Watertown, N. Y.	8	128	2,765	639	2,376	2,376
152	Yonkers, N. Y.*	0	0	6,050	2,092	9,471	9,471
153	Akron, Ohio	0	0	1,696	1,161	9,716	9,716
154	Canton, Ohio	1	1			5,540	5,540
155	Chillicothe, Ohio	1	1			5,131	5,131
156	Cincinnati, Ohio	2	40	19,844	4,173	2,088	2,088

* From Report of the Commissioner of Education for 1877.
a These are for district schools.
b In primary and grammar schools.
c In "mixed school."
d Number attending December 31, 1878.
e In ungraded schools.
f Including Adams County.
g In training or model schools.
h In colored and industrial schools.
i Teach in day schools also.
j Some duplicates are included.
k Includes special teachers.

186	Scranton, Pa.	22	123	8,828	5,274	3,042	1,893	601	376	1,300	769	13,771	8,313
187	Shenandoah, Pa.	1	21	1,479	907	365	203	60	47	.....	.....	1,904	1,162
188	Titusville, Pa.	4	28	.....	.....	.....	.....	.....	.....	.....	.....	1,500	1,322
189	Wilkes-Barre, Pa., 3d dist.	7	25	.....	.....	.....	.....	.....	.....	.....	.....	1,700	1,390
190	Williamsport, Pa.	14	50	2,092	1,407	1,506	1,084	126	93	.....	.....	3,724	2,674
191	York, Pa.	9	36	57	.....	.....	.....	.....	.....	.....	.....	2,900	1,784
192	Newport, R. I.	2	10	1,277	846	515	387	142	104	382	.....	2,316	1,337
193	Providence, R. I.	16	270	.....	.....	.....	.....	.....	.....	.....	.....	13,821	9,430
194	Warwick, R. I.	11	18	.....	.....	.....	.....	.....	.....	.....	.....	2,045	1,062
195	Woonsocket, R. I.	5	23	.....	.....	.....	.....	.....	.....	.....	.....	1,925	1,147
196	Charleston, S. C.	5	85	.....	.....	.....	.....	.....	.....	.....	.....	7,281	6,844
197	Chattanooga, Tenn.	6	20	.....	.....	.....	.....	.....	.....	.....	.....	1,839	1,415
198	Knoxville, Tenn.*	3	19	.....	.....	.....	.....	.....	.....	.....	.....	1,415	725
199	Memphis, Tenn.	9	54	.....	.....	.....	.....	.....	.....	.....	.....	3,097	2,457
200	Nashville, Tenn.	14	62	94	2,105	1,268	898	137	115	.....	.....	4,235	3,118
201	Houston, Tex.	5	26	1,303	999	444	345	499	475	.....	.....	1,846	1,420
202	Burlington, Vt.	(53)	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,580	917
203	Alexandria, Va.	3	15	882	675	301	196	.....	.....	.....	.....	1,183	871
204	Lynchburg, Va.	7	15	910	457	534	312	95	71	.....	.....	1,539	840
205	Norfolk, Va.	6	20	.....	.....	.....	.....	.....	.....	.....	.....	1,514	1,085
206	Petersburg, Va.	3	25	.....	.....	.....	.....	.....	.....	.....	.....	2,073	1,427
207	Portsmouth, Va.	4	10	.....	.....	.....	.....	.....	.....	.....	.....	982	532
208	Richmond, Va.	18	108	94	220	3,943	1,367	255	227	.....	.....	6,272	5,324
209	Wheeling, W. Va.*	6	6	.....	.....	.....	.....	.....	.....	.....	.....	5,397	3,401
210	Fond du Lac, Wis.	4	43	.....	.....	.....	.....	.....	.....	.....	.....	2,778	1,885
211	Janesville, Wis.	1	34	.....	.....	.....	.....	.....	.....	.....	.....	1,751	1,230
212	La Crosse, Wis.	0	27	1,157	.....	478	.....	116	.....	.....	.....	2,199	.....
213	Madison, Wis.	2	28	.....	.....	.....	.....	.....	.....	.....	.....	1,800	.....
214	Milwaukee, Wis.	48	103	.....	.....	.....	.....	.....	.....	.....	.....	16,054	10,267
215	Oshkosh, Wis.	(51)	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,846	.....
216	Racine, Wis.	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2,323	1,631
217	Georgetown, D. C.e	0	2	9,634	7,650	4,141	3,295	142	117	.....	.....	.....	.....
218	Washington, D. C.e	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	13,997
								0	20	0	0	11,082	.....

* From Report of the Commissioner of Education for 1877.

a In grammar and primary schools.

b Includes special teachers.

c Average attendance.

d In high and normal schools.

e These statistics are for white schools only; for statistics of colored schools, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.*

City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—					
	Private and parochial schools.		All schools, public and private.		Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	61	62	63	64	65	66	67	68	Male.	Female.	71	72
1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
1																
2																
3																
4																
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29																

1 Montgomery, Ala.
 2 Little Rock, Ark.
 3 Sacramento, Cal.
 4 San Francisco, Cal.
 5 Stockton, Cal.
 6 Denver, Colo. (3 of city)
 7 Bridgeport, Conn.
 8 Greenwich, Conn.
 9 Hartford, Conn.
 10 Meriden, Conn.
 11 New Britain, Conn.
 12 New Haven, Conn.
 13 New London, Conn.
 14 Norwalk, Conn.
 15 Norwich, Conn.
 16 Stamford, Conn.
 17 Waterbury, Conn.
 18 Wilmington, Del.
 19 Jacksonville, Fla.
 20 Atlanta, Ga.
 21 Augusta, Ga.
 22 Columbus, Ga.
 23 Macon, Ga.
 24 Savannah, Ga.
 25 Alton, Ill.
 26 Belleville, Ill.
 27 Bloomington, Ill.
 28 Chicago, Ill.
 29 Decatur, Ill.

30	Freeport, Ill.*	200	1,840						1,800			450	600	500
31	Galesburg, Ill.	1,000	2,839						1,500			450	700	440
32	Jacksonville, Ill.								1,500			440	700	345
33	Joliet, Ill.*								1,500			538	432	400
34	Peoria, Ill.								2,000			650	700	508
35	Quincy, Ill.								1,250			543	850	6540
36	Rockford, Ill.*								(g)			b450	b1,000	
37	Rock Island, Ill.								b1,800			b540		600
38	Evansville, Ind.								2,500			650	1,500	511
39	Fort Wayne, Ind.								2,500			733	902	500
40	Indianapolis, Ind.								808			808	6900	600
41	Jeffersonville, Ind.*								b1,980			b1,000	b1,000	427
42	Lafayette, Ind.								1,500			400	645	475
43	Logansport, Ind.								(a40)			550	600	528
44	Madison, Ind.								1,800			300	450	421
45	Richmond, Ind.								1,200			435	720	500
46	South Bend, Ind.*								2,000			480	757	645
47	Terre Haute, Ind.								2,000			387	1,000	400
48	Burlington, Iowa*								b1,650			500	500	500
49	Council Bluffs, Iowa								2,000			600	1,200	645
50	Des Moines, Iowa								1,000			466	1,100	465
51	Des Moines (west side), Iowa.*								42			835	1,100	400
52	Dubuque, Iowa.								b1,500			b450	b1,000	450
53	Keokuk, Iowa.*								1,200			500	450	400
54	Atchison, Kans.*								1,200			(a55)	6900	6550
55	Lawrence, Kans.								b2,400			b450	525	675
56	Leavenworth, Kans.								1,500			b550	400	520
57	Covington, Ky.								1,250			b1,250	768	522
58	Lexington, Ky.								1,500			830	1,500	407
59	Louisville, Ky.								2,700			900	400	6500
60	Newport, Ky.*								1,450			700	750	450
61	Newport, Ky.*								1,350			b648	6900	6516
62	Paducah, Ky.*								3,000			576	500	702
63	New Orleans, La.								800			333	2,000	640
64	Augusta, Mo.								37			336	400	
65	Bangor, Mo.*								b1,800			925	6400	
66	Biddeford, Me.								2,250			b304	750	
67	Leviston, Me.*								b2,500			500	6900	
68	Portland, Me.*								1,900			b696	500	
69	Baltimore, Md.								b1,800			340	2,000	
70	Adams, Mass.*								43,750			624	1,500	
71	Boston, Mass.								b2,700			580	640	
72	Cambridge, Mass.								1,833					
73	Chelsea, Mass.													

* From Report of the Commissioner of Education for 1877.

a Monthly salaries.

b These are maximum salaries.

c The report here given, exclusive of that of the population, is for the central school district only, which comprises about one-half of the city.

d The superintendent is also county school commissioner.

e Including Bibb County.

f Including Chatham County.

g The principals of the high schools are supervisory principals of their respective districts.

h Salary of male assistant; female assistant, \$1,200.

i Exclusive of principals also.

j In intermediate and rural schools.

k Of supervisors.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1878, 9c.—Continued.

City.	Number of scholars in —				Average daily attendance per teacher, excluding special teachers, in —								Average annual salaries of —					
	Private and parochial schools.		All schools, public and private.		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
	Enrolled.	Average attendance.	Enrolled.	Average attendance.									Male.	Female.	Male.	Female.	Male.	Female.
1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
Troy, N. Y.											\$2,500			\$405		\$175		\$385
Utica, N. Y.	1,258	861	6,389	4,392							40	1,300		700	\$3,000		\$1,500	
Watertown, N. Y.											0	2,000		575		600		425
Yonkers, N. Y.*					50	42	31	0	0	46	1,500			312	800	750		375
Akron, Ohio					48	20	26	21	39	39	2,500			400		600		6500
Canton, Ohio					43.1	41.8	33.4	19	25.1		3,500		\$1,850		2,100		1,380	750
Chillicothe, Ohio					48	47	23	10	32	45	4,000	\$1,967		547		921	681	661
Cincinnati, Ohio			33,256		47	38	24			41	3,000	2,000	850	800	1,000	1,500	600	612
Cleveland, Ohio	10,375				39.2	29.4	28.7	10.4	28.9	37.3	3,000			544	1,500	1,500	1,422	654
Columbus, Ohio										48	2,200				733			
Dayton, Ohio											1,800			300		440		
Hamilton, Ohio											1,800			375				450
Mansfield, Ohio							46.6				1,800		550	525	650	550		610
Newark, Ohio*					40	41	31			39	1,800		4500	450	21,300	600		475
Portsmouth, Ohio	325		2,495								2,000			450	1,000	1,000	800	525
Sandusky, Ohio.	800	600	3,376	2,408	44	41	33			46	1,800		450	450	1,000	1,000		501
Springfield, Ohio*										50	1,600		550	500	875	750		400
Steubenville, Ohio*	450	300	2,735	2,051	60	52	32				2,500				21,000			
Toledo, Ohio											2,500							
Youngstown, Ohio.											1,200		638		1,700	1,700	700	700
Zanesville, Ohio					52.5	48.6	20.2			47.1	1,200		4500		2500	2500	2500	2500
Portland, Oreg					48	35	35			46	2,000	2,100	4500		381	238		4550
Allegheny, Pa*											1,350		198		513	427		315
Allentown, Pa.										47	1,300		204		610	220		550
Altoona, Pa.	750	600	3,004	2,509	49	42	26				500		400			600		
Carbondale, Pa.													225					
Chester, Pa*					43	29	26						225		2500			
Danville, Pa.											21,700			225	2500	2500	2500	2500
Easton, Pa*														225	2500	2500	2500	2500

[illegible]

* From Report of the Commissioner of Education for 1877.
a Monthly salaries.
b Includes \$2,000, value of library.
c For German teacher.
d From a return for 1870.
e These are maximum salaries.
f The report here given, exclusive of that of the population, is for the central school district only, which comprises about one-half of the city.
g Apparatus and library.
h Including Bible Comity.
i Including Chatham County.
j Includes furniture.
k Salary of teacher of practical drawing.
l Estimated by the Bureau.

103	Grand Rapids, Mich.	2, 250	825	667				1, 000	1, 000	(332, 000)	20, 000	4, 000	356, 000
104	Saginaw, Mich.*	1, 000		500				1, 500		29, 000	5, 000	1, 000	100, 000
105	Minneapolis (west division), Minn.*		1, 400	700				1, 300	800	(305, 000)	14, 500	2, 000	321, 500
106	St. Paul, Minn.	a1, 500	a1, 200	a700					a1, 200	(80, 000)		1, 200	246, 212,
107	Natchez, Miss.		(025)										81, 200
108	Vicksburg, Miss.												32, 500
109	Hannibal, Mo.												39, 500
110	Kansas City, Mo.	b140	a1140	a080									200, 000
111	St. Joseph, Mo.	1, 600	938	850									118, 606
112	St. Louis, Mo.	2, 500	1, 600	1, 100	187	130		1, 400	950	778, 787	1, 882, 800	160, 000	2, 821, 597
113	Omaha, Nebr.	1, 800		1, 200						101, 000	324, 000	9, 150	435, 100
114	Concord, N. H.											461	141, 550
115	Dover, N. H.												140, 150
116	Manchester, N. H.	1, 800	950	566				1, 200		(272, 000)	4, 000	750	278, 000
117	Nashua, N. H.	a2, 000		a700						234, 351		3, 000	239, 351
118	Portsmouth, N. H.	a1, 500		a1, 000		640			a1, 000	13, 100	58, 100	2, 100	73, 300
119	Camden, N. J.												440, 500
120	Elizabeth, N. J.												100, 000
121	Jersey City, N. J.	2, 500	1, 000	800					420	(727, 500)	27, 754	e14, 979	776, 273
122	Newark, N. J.	a2, 000		{ 625 1, 050 725 1, 250 825 }		a750	630, 40	250	800	313, 000	(506, 000)		884, 000
123	New Brunswick, N. J.	91, 400	91, 000	500			630	630		23, 000	120, 000	250	148, 250
124	Orange, N. J.			1, 000				750	600				100, 000
125	Paterson, N. J.	1, 500		683			205	800		66, 700	168, 500	300	247, 500
126	Trenton, N. J.	1, 200		500			640			46, 000	70, 000	1, 000	130, 600
127	Albany, N. Y.									162, 250	568, 500		730, 750
128	Auburn, N. Y.	1, 600	1, 000	575				800	650	18, 500	37, 500	3, 200	130, 200
129	Binghamton, N. Y.	a1, 600	1, 000	580						55, 088	103, 000	2, 800	226, 888
130	Brooklyn, N. Y.									(4, 760, 552)			4, 760, 552
131	Buffalo, N. Y.									(754, 900)			754, 900
132	Cohoes, N. Y.							750		40, 000	50, 000	1, 500	97, 500
133	Elmira, N. Y.	1, 700	500	800						64, 700	210, 300	30, 200	305, 200
134	Induson, N. Y.	2, 000											32, 500
135	Ithaca, N. Y.							500		(32, 500)			40, 000
136	Kingston, N. Y. (q of city)	1, 000		540						11, 000	19, 500	2, 000	40, 000
137	Lockport, N. Y.	1, 620		700				300		55, 000	85, 000	1, 000	147, 000
138	Long Island City, N. Y.*	1, 800	925	766				1, 200	400	25, 000	70, 000	2, 000	102, 000
139	Newburgh, N. Y.									9, 000	30, 000	6, 000	50, 000
140	New York, N. Y.	1, 800	1, 300	700		500	400			30, 000	150, 000	1, 000	191, 000
141	Ogdensburg, N. Y.									(10, 000, 000)			10, 000, 000
142	Oswego, N. Y.	a700	a500							12, 000	(30, 000)		94, 000
143	Poughkeepsie, N. Y.*	1, 800		489						26, 140	127, 090	(21, 867)	175, 097
144	Rochester, N. Y.*	1, 800		508				700		22, 000	88, 000	5, 450	116, 015
145	Saratoga Springs, N. Y.	a1, 000	1, 000	1, 225						103, 000	384, 000	45, 300	539, 000
146	Schenectady, N. Y.			550				a900		33, 000	22, 000	3, 000	66, 000

* From Report of the Commissioner of Education for 1877.

a These are maximum salaries.

b Monthly salaries.

c Including Adams County.

d For German teacher.

e Apparatus and books.

f For penmanship and bookkeeping.

g Vice principals.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.*

City.	Average annual salaries of—										Estimated real value of property used for school purposes.						
	Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.			Special teachers.			Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.						
1	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	
Syracuse, N. Y.	\$2,000		\$1,400	\$875		\$875	\$475					\$156,000	\$370,000	\$36,700	\$6,000	\$768,700	
Troy, N. Y.																235,000	
Utica, N. Y.	1,750		1,025	612			49	\$52	\$1,000	650	\$800	90,503	310,120	37,222	1,119	438,564	
Watertown, N. Y.																95,000	
Yonkers, N. Y.*							500	200	400	200						161,000	
Albany, N. Y.		\$1,200		750					600		(800)					100,000	
Canton, Ohio.		1,000		625					600		(900)	14,000	65,000	4,000	200	84,200	
Chillicothe, Ohio.	2,120			6700					600			25,000	90,000	10,000	25,000	150,000	
Cincinnati, Ohio.	1,554		1,900	1,175	\$2,000		600	600	1,860	1,860	at 500	616,233	894,132	61,728	90,942	1,900,000	
Cleveland, Ohio.	2,100		1,245	880	62,300		600	600	2,100	1,900	1,700	179,800	335,684	34,430	2,000	601,914	
Columbus, Ohio.	2,200		1,160	812			1,500		1,500	1,500		114,000	210,000	25,000	2,000	351,000	
Dayton, Ohio.	2,000		1,250	1,200		1,500	440	410	1,500		1,200	10,000	200,000	10,000	1,000	221,000	
Hamilton, Ohio.		900		850					800			12,000	130,000	8,000	600	150,600	
Mansfield, Ohio.		775		675					600	450	900	10,000	78,500	6,000	500	95,000	
Newark, Ohio.*	1,000			600								35,000	140,000	5,000	500	180,500	
Portsmouth, Ohio.	1,100			800					900			25,000	150,000	5,000	800	180,800	
Sandusky, Ohio.		1,200		700					1,500	500		40,000	110,000			150,000	
Springfield, Ohio*	1,200		700	600					500			12,000	91,000	8,000	200	111,200	
Steubenville, Ohio*	1,300			650					400			125,000	375,000	50,000	1,000	551,000	
Toledo, Ohio	1,000															138,563	
Youngstown, Ohio.																171,500	
Zanesville, Ohio.																101,234	
Portland, Oreg.	1,700	1,700	1,050	1,050					1,000	1,100		(92,928)		8,106	200	893,031	
Allegheny, Pa.*																400,000	
Allentown, Pa.		360														66,200	
Altoona, Pa.	504			450								15,000	46,000	4,000	200	66,200	
Carbondale, Pa.	720			200								5,000	28,000	2,000	500	35,500	
Chester, Pa.*	1,000			713								33,610	59,500	7,341	100	100,551	
Danville, Pa.	6480			640												60,000	
Easton, Pa.*	4105		495	463								(244,000)		10,700	600	255,300	

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.*

City.	Total taxable property in the city.		Tax for school purposes.		Balance on hand from last school year.	Amount received from interest on permanent fund.			Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Expenditures.				
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.			Mills per dollar of assessed value.		Amount received from interest on permanent fund.		State.				Local.	Furniture and apparatus.	Sites and buildings.	Permanent.	Libraries.
			93	94		96	97	98	99									
1	Montgomery, Ala.		\$5,500,000		7	\$13,072				\$4,449	\$15,650		\$1,750	\$2,869				
2	Little Rock, Ark.		12,000,000		3	18,970				30,506	47,955		69,817	34,921		\$436		
3	Sacramento, Cal.		254,865,810		1.6	183,398				419,584	385,671		1,088,470	97,431		(\$158,671)	\$3,000	
4	San Francisco, Cal.		5,000,000		1.5	19,699	\$0	\$0	\$0	16,968	20,134	\$2,900	3,259	59,701	380	87	457	
5	Stockton, Cal.*		\$5,000,600		4.5					0	54,432		3,259	57,691	3,000	1,000		
6	Denver, Colo. (3 of city)		16,000,000		3.25	6,094		600		9,141	46,584			62,419	6,100	425	200	
7	Bridgeport, Conn.*		11,979,890											12,325		(35)		
8	Greenwich, Conn.		3,627,216											231,408	46,805	(1,229)		
9	Hartford, Conn.		49,752,062											40,027	2,690	(93)		
10	Meriden, Conn.		8,783,839											35,464	5,724			
11	New Britain, Conn.		4,687,841											196,970	(26,474)	55	1,000	
12	New Haven, Conn.		48,048,295		1.5	21,495	13,222		746	19,833	137,721	1,200	3,499	26,547			200	
13	New London, Conn.*		6,550,000		1.8	11	2,076			3,214	18,000		2,500	28,099			(217)	
14	Norwalk, Conn.		6,482,966											22,313		3	15	
15	Norwich, Conn.*		9,065,890		2.5		6,430			(22,313)	14,500		584	21,464	413		(170)	
16	Stamford, Conn.				1.8								1,500	88,740	3,100	300		
17	Waterbury, Conn.		7,958,728											30,315	649			
18	Wilmington, Del.		26,000,000		2.8	7,073				1,410	78,757			32,333				
19	Jacksonville, Fla.		20,000,000		1.5	10				6,314	28,525	817	949	32,333			50	
20	Atlanta, Ga.		20,000,000		1.5	1,935				3,340	24,938	1,606	514	12,000	600			
21	Augusta, Ga.		14,455,732		2.25	211	0	0	0	1,000	7,400	0	2,849	18,837		416		
22	Columbus, Ga.		3,328,709		1.9	384				4,409	14,000		44	17,134				
23	Macon, Ga.		7,000,000		2	325				5,435	35,000	3,461	2,913	47,134				
24	Savannah, Ga.*		2,500,000		2.2	2,970	3,284		282	2,500	11,600		49	20,685	140			
25	Alton, Ill.*		5,000,000		6.6	10,452				4,261	14,225	669	14	29,621	213,000	485	40	
26	Belleville, Ill.		5,289,020		14.5	234				5,933	60,080		35	66,292	690	755		
27	Bloomington, Ill.*		4,352,800		4.47									745,719	20,914	1,611	686	
28	Chicago, Ill.		131,983,439		0.93	132,922		19,870			490,454	38,102,435						

	9, 114, 100	9, 084, 252	3	9	5, 765, 2, 246	(3, 721)	3, 818, (15, 198)	30, 516	(e)	70	40, 109	10	126
29 Decatur, Ill.*													
30 Freeport, Ill.*	9, 000, 000	4, 500, 000	2	4							34, 577		
31 Galesburg, Ill.	3, 000, 000	2, 398, 530	2	10.2							41, 948	2, 227	514
32 Jacksonville, Ill.	3, 000, 000	3, 249, 080	4.27	7	0						25, 001		106
33 Joliet, Ill.*	21, 428, 000	6, 967, 854	2.2	4.78	704	538					56, 928	12, 787	
34 Peoria, Ill.	18, 000, 000	8, 260, 500	2.2	4							50, 050		548
35 Quincy, Ill.	12, 000, 000	4, 200, 000	5		7, 315	f4, 878					43, 623	0	9250 g100
36 Rockford, Ill.*	6, 200, 000	3, 200, 000	7		1, 682						39, 268	11, 006	938
37 Rock Island, Ill.													
38 Evansville, Ind.	11, 795, 140	60, 000, 000	4.3	4.3	27, 719	7, 373					103, 005	2, 434	1, 302
39 Fort Wayne, Ind.	11, 795, 140	60, 000, 000	2		93, 879						316, 006	21, 309	1, 701
40 Indianapolis, Ind.	12, 000, 000	4, 400, 000	4		3, 013	625					23, 003		10, 634
41 Jeffersonville, Ind.*	14, 000, 000	6, 000, 000	3.5										
42 Lafayette, Ind.	10, 000, 000	4, 400, 000	4										
43 Logansport, Ind.	10, 000, 000	4, 400, 000	2.5										
44 Madison, Ind.	10, 000, 000	4, 400, 000	4.1										
45 Richmond, Ind.	25, 000, 000	14, 000, 000	3.4										
46 South Bend, Ind.*	12, 000, 000	4, 000, 000	2	6	17, 751								
47 Terre Haute, Ind.	16, 000, 000	3, 515, 500	6.5	13	1, 886								
48 Burlington, Iowa*	11, 011, 680	9, 000, 000	9		1, 186								
49 Council Bluffs, Iowa.	11, 011, 680	9, 000, 000	8										
50 Davenport, Iowa.	11, 011, 680	9, 000, 000	10										
51 Des Moines, west side, Ia*	11, 011, 680	9, 000, 000	13										
52 Dubuque, Iowa.	11, 011, 680	9, 000, 000	9										
53 Keokuk, Iowa*	11, 011, 680	9, 000, 000	13										
54 Adelson, Kans*	11, 011, 680	9, 000, 000	10										
55 Lawrence, Kans.	11, 011, 680	9, 000, 000	5										
56 Leavenworth, Kans.	11, 011, 680	9, 000, 000	1.4										
57 Covington, Ky.	11, 011, 680	9, 000, 000	1.5										
58 Lexington, Ky.	11, 011, 680	9, 000, 000	4.5										
59 Louisville, Ky.	11, 011, 680	9, 000, 000	2.2										
60 Newport, Ky.*	11, 011, 680	9, 000, 000	1.71	2									
61 Paducah, Ky.	11, 011, 680	9, 000, 000	2										
62 New Orleans, La.	11, 011, 680	9, 000, 000	2										
63 Augusta, Me.	11, 011, 680	9, 000, 000	64										
64 Bangor, Me.*	11, 011, 680	9, 000, 000	5										
65 Biddeford, Me.	11, 011, 680	9, 000, 000	2.33										
66 Lewiston, Me.*	11, 011, 680	9, 000, 000	2.53										
67 Portland, Me.	11, 011, 680	9, 000, 000	2.75										
68 Baltimore, Md.	11, 011, 680	9, 000, 000	1.7										
69 Adams, Mass.*	11, 011, 680	9, 000, 000	2.38										
70 Boston, Mass.	11, 011, 680	9, 000, 000	3.3										
71 Cambridge, Mass.	11, 011, 680	9, 000, 000											
72 Chelsea, Mass.	11, 011, 680	9, 000, 000											
73 Chichester, Mass.	11, 011, 680	9, 000, 000											

*From Report of the Commissioner of Education for 1877.
 a The report here given, exclusive of that of the population, is for the central school district only, which comprises about one-half of the city.
 b Including Bibb County.
 c Including Chatham County.
 d For which sum bonds were issued.
 e About \$200 per annum is used by superintendent in buying maps, charts, books, &c.
 f Includes funds from different sources.
 g Estimated.
 i Amount received from temporary and permanent funds.
 j Balance on hand from last school year is not included in this total.
 k Includes \$26,226 for building.

Whole amount received from State, including interest on all funds.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.*

City.	Total taxable property in the city.		Tax for school purposes.		Receipts.				Expenditures.							
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Amount received from interest on permanent fund.			Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Permanent.					
					State.	County.	Local.				State.	Local.	Sites and buildings.	Furniture and apparatus.	Libraries.	
1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
74 Fall River, Mass.	.....	\$42,326,730	.....	2.33	\$0	\$0	\$0	\$0	\$0	\$142,372	\$273	.....	\$142,645	\$32,232	\$2,304	.....
75 Fitchburg, Mass.	.....	9,570,997	.....	3.9	0	0	0	0	0	37,502	117	.....	37,912	0	0	.....
76 Gloucester, Mass.	\$9,077,744	9,077,744	4.4	4.4	.....	.....	.....	.....	420	53,032	.....	.....	53,452	1,500	2,500	.....
77 Haverhill, Mass.	.....	10,342,954	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78 Holyoke, Mass.	13,000,000	9,690,537	.....	.....	2,126	.....	.....	.....	.....	27,072	9	.....	29,785	5,974	90	.....
79 Lawrence, Mass.	.....	40,064,126	.....	.....	.....	0	0	0	(58,248)	.....	200	.....	58,448	.....	.....	.....
80 Lowell, Mass.	50,000,000	22,667,542	2.5	3.9	14,962	0	0	0	0	124,000	370	.....	139,677	(14,081)	1,581	.....
81 Lynn, Mass.	.....	10,085,890	.....	4.1	0	0	0	0	0	107,208	0	.....	107,208	3,127	.....	.....
82 Malden, Mass.	.....	3,708,700	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83 Marblehead, Mass.	.....	3,451,365	.....	5.7	.....	316	.....	153	.....	19,750	.....	.....	20,219	1,100	394	.....
84 Marlborough, Mass.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85 Milford, Mass.	.....	26,133,297	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86 New Bedford, Mass.	.....	7,644,934	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87 Newburyport, Mass.	.....	25,012,930	3.34	3.34	.....	.....	.....	.....	.....	82,735	.....	.....	83,006	2,080	226	.....
88 Newton, Mass.	.....	7,077,300	.....	3.5	0	229	.....	156	.....	25,234	260	.....	26,465	.....	.....	.....
89 Northampton, Mass.	.....	7,369,274	3.5	.....	0	0	0	.....	(26,000)	.....	.....	.....	26,833	1,400	350	.....
90 Pittsfield, Mass.	26,000,000	25,303,800	.....	2.89	.....	.....	.....	285	.....	77,549	125	.....	77,862	3,488	2,541	\$595
91 Salem, Mass.	.....	25,479,400	.....	.....	.....	.....	.....	.....	.....	84,456	.....	.....	84,692	.....	.....	.....
92 Somerville, Mass.	.....	29,384,175	.....	2.8	0	0	0	0	0	85,000	220	.....	85,292	.....	.....	.....
93 Springfield, Mass.	20,000,000	15,403,207	2	3	900	0	0	0	0	47,070	88	.....	47,158	0	0	0
94 Taunton, Mass.	.....	9,505,900	.....	3.25	.....	.....	.....	.....	.....	31,265	0	.....	32,165	0	500	0
95 Waltham, Mass.	.....	5,573,851	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96 Weymouth, Mass.	.....	8,150,730	.....	2.8	1,415	236	.....	.....	.....	25,000	132	.....	26,783	.....	200	.....
97 Woburn, Mass.	.....	41,969,748	3.1	3.1	.....	.....	0	0	0	141,200	31	.....	141,678	.....	851	0
98 Worcester, Mass.	3,811,800	1,270,000	.....	6	894	1,155	.....	.....	.....	23,806	5,290	.....	28,215	1,974	371	60
99 Ann Arbor, Mich.	.....	8,800,000	.....	.....	5,664	1,846	.....	.....	3,434	26,019	105	.....	26,708	.....	.....	.....
100 Bay City, Mich.	8,800,000	8,800,000	3	15	.....	.....	0	0	17,869	198,048	576	.....	197,674	4,119	2,404	422
101 Detroit, Mich.	87,865,885	57,002,052	.....	2	58,269	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....

102	East Saginaw, Mich	7,750,000	2,650,000	5	15	452	2,550	409	620	4,094	42,157	129	3,694	5,000	49,300	1,234	1,230
103	Grand Rapids, Mich	20,000,000	8,833,344	3	6.75	21,928	1,928				50,992	1,104	1,052	7,000	88,730	2,200	1,987
104	Saginaw, Mich*	6,125,708	1,831,427			13,009	1,363				25,063	306	1,258	3,885	325		
105	Minneapolis, Minn*	27,000,000	18,300,000	2.6	3.83	7,057	(27,822)				63,746		16,350	32,530	1,649		
106	St. Paul, Minn.	22,791,512	22,791,512		1.24	18,378	(204,203)						10,950	17,011	9,000		
107	Natchez, Miss.e	3,300,000	3,300,000	4	4	0	0	0	0	7,219	1,460		946	9,625			
108	Vicksburg, Miss.	5,000,000	3,500,000		2.75					4,378	8,900			12,527			
109	Hannibal, Mo	2,780,000	2,780,000			5,501					13,550			23,420			
110	Kansas City, Mo	8,400,000	8,400,000	4	4	5,501			1,833		50,000	250	11,800	76,049	11,000	1,200	89
111	St. Joseph, Mo.	8,509,000	8,509,000		7	2,634		3,238			62,457	10	33	71,646			
112	St. Louis, Mo.	229,880,975	172,410,730	3.33	5	157,364		1,828		85,117	891,600	5,582	47,427	137,003	175,903	12,913	12,969
113	Omaha, Neb.	20,000,000	5,526,728	2.5	9						32,943		17,752	57,173	1,804	219	
114	Concord, N. H.										23,948		1,127	34,072	8,900		
115	Dover, N. H.										23,548		795	24,343			
116	Manchester, N. H.	20,000,000	15,832,673	2.3	2.9	1,673				1,334	46,867	274	0	50,148	2,211	504	0
117	Nashua, N. H.	8,291,704	8,291,704			625		0	0	15,270	8,500		1,034	26,229			100
118	Portsmouth, N. H.	10,000,000	8,399,486							765	26,670	25		27,460	500		
119	Camden, N. J.									42,449	28,479		1,072	72,000			
120	Elizabeth, N. J.									26,081	10,969			37,650			
121	Jersey City, N. J.	120,808,562	60,404,281	2	4	0	11,773	0	0	133,327	77,361			224,464			1,000
122	Newark, N. J.	78,523,618	78,523,618	2	2	2,230			271	143,641	60,000		18	206,100			
123	New Brunswick, N. J.	11,276,680	5,638,345	0.25	2.5	204				19,587	14,125	436		34,359			
124	Orange, N. J.									13,541	9,217	613		23,371		653	
125	Trenton, N. J.	19,150,861	19,150,861	1.67						50,056	32,000			84,056		7,326	
126	Trenton, N. J.	12,933,083	12,933,083	1.6	2	12,869	2,939			32,097	7,000		3	54,908		445	74
127	Albany, N. Y.	10,000,325	9,009,325		2.8	70,122	767			50,141	164,340	1,161	2,873	588,637	3,453	2,339	3,115
128	Albany, N. Y.	12,012,450	7,423,723	3.4	4.3	10,191				11,598	28,879	778	297	53,310	1,128	522	
129	Binghamton, N. Y.	7,263,777	5,811,022			384,117				10,164	28,000	500		20,461,67	1,372	622	786
130	Brooklyn, N. Y.																

* From Report of the Commissioner of Education for 1877. a From county tax.
 received from taxation. c Includes Adams County. f Including State tax.

TABLE II.—School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.

City.	Total taxable property in the city.		Tax for school purposes.		Amount received from interest on permanent fund.				Amount received from taxation.		Receipts.			Expenditures.		
	Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	Amount received from taxation.		Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Sites and buildings.	Furniture and apparatus.	Libraries.
						96	97	98	99	100	101	102	103	104	105	106
151 Yonkers, N. Y.*	\$9,000,000	\$21,114,118	4.8	5	\$5,211	\$415			\$9,709	\$41,782	\$1,389		\$58,151			
152 Akron, Ohio.	7,500,000	7,500,000	4.8	5	10,120	\$415			6,422	43,544	\$1,597		71,916			\$287
153 Canton, Ohio.	5,059,270	5,059,270	2.1	5.2	16,651	452			5,512	28,516	225		50,756			40
154 Chillicothe, Ohio.	5,000,000	5,000,000	2.1	5.2	13,897				5,188	24,713			44,045			998
155 Cincinnati, Ohio.	360,000,000	179,000,000	3.4	3.4	6,793	1,376	\$100		126,136	538,438	7,143	147	704,513	4,457	473	37,331
156 Cleveland, Ohio.	210,418,917	70,139,639	1.5	4.5	186,845				38,309	195,678	816	4,790	426,447	66,633	12,061	3,150
157 Columbus, Ohio.	45,500,000	27,000,000	3.5	4.5	49,705	175			21,314	118,369	133	2,747	192,443	14,697	2,656	1,813
158 Dayton, Ohio.	30,000,000	19,000,000	3.6	5.7	27,530	1,564			16,197	115,508	2,522	25,236	188,647	23,266	1,596	3,307
159 Hamilton, Ohio.	5,000,000	6,183,214		3.5	20,648	4,160	\$432		4,190	12,471		217	37,978		1,231	
160 Mansfield, Ohio.	5,500,000	4,635,510		4.8	10,697	232			4,190	21,494	142		36,755		(969)	
161 Newark, Ohio.*	3,890,000	3,890,000		5.5	10,153	5,285			5,285	23,987	236		43,681		(9,861)	
162 Portsmouth, Ohio.	5,000,000	5,000,000		5.5	18,400	3,922			3,922	22,532	318		83,230		32,826	
163 Sandusky, Ohio.	10,062,562	4,020,854	2.8	7	10,721	630			9,736	27,863			49,002	16,439	1,500	
164 Springfield, Ohio.*	6,000,000	9,516,456	4.33	4.5	9,032				7,708	42,378		8,736	67,904	7,345		
165 Steubenville, Ohio.*	6,000,000	5,200,000	4.33	5	21,879	63			31,527	27,631	(622)		57,779	1,745	(61)	20
166 Toledo, Ohio.	18,970,070	18,970,070	6		12,064		129		31,527	95,452	676	31,679	171,527	2,939	194	47
167 Youngstown, Ohio.													60,045			
168 Zanesville, Ohio.	12,000,000	8,500,000		4.73	1	2,976	0		38,705				61,373			
169 Portland, Oregon.		53,020,811		4.16	14,951				196,639		876	163	55,215	25,702	1,310	100
170 Allegheny, Pa.*		9,158,750		2.75		5,252			15,482	54,681	34,021		261,084	1,007	5,451	1,772
171 Allentown, Pa.		1,890,000		4					3,793	22,065	276		50,933			
172 Altoona, Pa.	5,350,000	7,234,000	4	11	8				1,000	7,819			26,075		120	
173 Carbondale, Pa.	2,000,000	6,686,230	8	3.5	253				1,853	27,564	50		9,427	1,243	83	
174 Chester, Pa.*	8,914,973	924,201		4		1,705			1,853	27,564			29,437	886	1,238	
175 Danville, Pa.		9,201,624		8		63,117			1,705	7,562			68,702			
176 Easton, Pa.*		21,664		4	21,664				63,117	42,671	175	1,075	9,520	4,970	656	80
177 Erie, Pa.	622,430,977	616,829,983											81,499			
178 Harrisburg, Pa.	17,006,571	5,668,957	4	13	1,361	0	0	0	6,571	68,933	102	15,955	92,922		818	

[illegible]

‡ From Report of the Commissioner of Education for 1877.
 a From county tax.
 b State appropriation.
 c Money borrowed.
 d A loan; not included in the total annual expenditures.
 e \$29,280 of this is a loan.
 f Includes balance on hand from last school year.
 g Money borrowed.
 h Includes amount received for building purposes.
 i Includes repairs.
 j These statistics are for white schools only; for statistics of colored schools, see Table L.

	8,000	2,000	15,335	1,515	790	0	0	1,313	771	29,970	13 10	3 31
29 Decatur, Ill.*			(14,988)									
30 Freeport, Ill.	0	0	16,085	1,362	819	0		1,885	450	34,508		
31 Galesburg, Ill.	4,163	18,100	17,070	1,047			470	1,182	1,200	20,601		
32 Jacksonville, Ill.			(16,330)	1,359	21,005			1,690		48,844	14 22	3 74
33 Joliet, Ill.*										20,650	10 88	2 80
34 Peoria, Ill.	8,683	2,000	32,036	1,805	1,928	375	670	533	d7,800	54,632	11 20	2 57
35 Quincy, Ill.	1,453	2,000	28,563	1,805	2,500	100		1,000	2,633	47,154	12 37	3 26
36 Rockford, Ill.*	1,295	3,000	15,740	2,624	756	100		1,382		943,623		
37 Rock Island, Ill.			59,930							39,208	11 72	4 20
38 Evansville, Ind.			38,075							1,677		
39 Fort Wayne, Ind.		8,000	98,975	3,274	1,800	84	239	368	d42,756	102,686		
40 Indianapolis, Ind.	14,143	5,500	118,936	7,225	4,565	3,000	846	6,786	1,540	58,678	17 92	3 42
41 Jeffersonville, Ind.*	3,396		12,918	7,787	300		198	219	7,512	205,487	13 23	3 53
42 Lafayette, Ind.									854	19,126		
43 Logansport, Ind.	11,574	0	14,155	1,192	1,500	0	0	1,000	300	149		
44 Madison, Ind.		1,500	18,000	1,300	300		200	2,000	12,116	49,816	13 74	3 89
45 Richmond, Ind.		1,800	21,500	2,520	1,100	750	600	2,500	150	48,470	13 92	4 78
46 South Bend, Ind.*			11,207						40	17,093		
47 Terre Haute, Ind.	0	2,500	41,586	2,993	1,410			1,320	200	52,677	15 42	2 94
48 Burlington, Iowa*		2,000	33,450	3,470	1,614		403	373	1,430	650,535	17 06	5 93
49 Council Bluffs, Iowa	13,100	1,650	16,005	2,081	424		1,149	221	1,055	44,829	17 65	6 54
50 Davenport, Iowa.		(58,369)	990	4,617	1,959		1,422	3,312	2,211	80,809	17 64	4 13
51 Des Moines, west side, Ia*	15,344	1,000	20,735	1,722	1,338		1,420	1,454	2,456	49,184	15 96	8 00
52 Dubuque, Iowa.	0		34,636	3,372	1,816		1,068	1,742	6,361	49,590	13 16	3 84
53 Keokuk, Iowa.		0	28,089	1,972	1,476	63	350		1,437	35,340		
54 Atchison, Kans*		1,200	8,250	860	300		120	400	1,000	13,640		
55 Lawrence, Kans.	6,572	1,500	8,876	823	501	60	59	616	4,776	25,142		
56 Leavenworth, Kans.	118,200		20,300	1,300	550		860	143	75	23,430	9 78	1 80
57 Covington, Ky.		8,500	32,000	2,000	350	350	250	1,275		70,800	16 20	2 13
58 Lexington, Ky.	0	(12,900)							d3,220	18,120		
59 Louisville, Ky.	3,038	29,507	178,195	11,080	813	1,154	168	10,079	12,331	277,046	15 97	2 87
60 Newport, Ky.*		1,450	17,273	2,035	175		168	801	525	29,645	9 40	
61 Paducah, Ky.*	0	750	7,350	186	270	100	75	275	445	9,646	12 51	2 38
62 New Orleans, La.			234,881	16,135	2,120	16,108		14,305	7,827	295,560	13 51	3 49
63 Augusta, Mo.		550							d2,298	24,094		
64 Bangor, Mo*										41,512	(11 88)	
65 Biddford, Mo.		680	412,680		621	0	0	989		14,950		
66 Lewiston, Mo*		2,000	24,780	1,663	2,996			2,176	1,730	38,010	11 26	5 46
67 Portland, Mo.		2,250	57,431	2,519	2,635	31,361	60	2,695	10,123	103,637	14 13	4 59
68 Baltimore, Md.			463,704	20,000	9,000	28,000		34,624	36,102	677,976		
69 Adams, Mass*										41,148	(15 34)	
70 Boston, Mass.			58,036	75,110	44,628			126,428	42,287	1,695,777	24 83	9 10
71 Cambridge, Mass.		2,700	134,726					2,566	1,727	168,938	20 66	4 81
72 Chelsea, Mass.												
73 Chicopee, Mass.												

* From Report of the Commissioner of Education for 1877.

a Includes insurance and repairs.

b Includes incidental expenses not specified.

c The report here given, exclusive of that of the population, is for the central school district only, which comprises about one-half of the city.

d For all incidental or contingent expenses.

e Including Bibb County.

f Including Chatham County.

g Items not all reported, and an unexpended balance of \$6,106 included.

h Not included in total annual expenditure.

i For graded schools only.

j Expenditure of the Portland School for Deaf.

k Incidental expenses only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.*

City.	Expenditures.										Average expenses per capita.				
	Payment of indebtedness.		Tuition.		Incidental or contingent expenses.						Supervision and Instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.			
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.		
1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
74 Fall River, Mass.....	\$0	\$0	\$2,629	\$73,886	\$1,605	\$9,627	\$4,109	\$900	.....	\$9,236	\$5,426	\$1,857	\$143,271	\$13 25	\$5 73
75 Fitchburg, Mass.....	.....	.....	1,800	20,200	0	1,456	2,169	31	\$50	602	300	1,304	37,912	16 69	3 08
76 Gloucester, Mass.....	.....	.....	4,000	34,935	722	2,000	2,500	1,300	.....	.....	600	3,395	53,432	12 31	3 32
77 Haverhill, Mass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78 Holyoke, Mass.....	.....	.....	1,584	20,154	800	1,532	1,016	.....	.....	715	460	1,179	33,524	15 09	3 66
79 Lawrence, Mass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80 Lowell, Mass.....	.....	.....	2,300	91,810	200	6,928	4,095	.....	.....	1,200	2,600	3,134	127,048	16 81	5 88
81 Lynn, Mass.....	9,000	.....	1,040	69,408	575	5,909	3,002	425	.....	3,108	1,016	9,017	107,208	15 74	5 15
82 Malden, Mass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83 Marblehead, Mass.....	.....	.....	400	13,968	.....	939	682	300	.....	370	1,082	1,426	20,661	7 73	2 53
84 Marlborough, Mass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85 Milford, Mass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86 New Bedford, Mass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87 Newburyport, Mass.....	.....	.....	2,700	61,161	300	3,928	4,321	.....	.....	3,405	826	4,659	83,606	24 87	6 90
88 Newton, Mass.....	.....	.....	.....	17,449	1,000	1,010	1,104	.....	.....	1,675	385	1,331	26,318	11 05	.....
89 Northampton, Mass.....	.....	2,364	.....	21,123	75	1,011	1,490	0	.....	1,017	233	1,515	29,017	.....	.....
90 Pittsfield, Mass.....	0	.....	1,103	56,775	.....	2,878	2,775	.....	.....	2,841	1,076	7,108	79,862	20 21	4 76
91 Salem, Mass.....	.....	.....	2,500	66,701	.....	3,368	2,676	650	133	4,299	1,158	3,706	84,691	18 40	4 28
92 Somerville, Mass.....	.....	.....	3,050	67,681	700	5,434	3,145	.....	.....	1,708	334	2,743	84,795	16 50	3 51
93 Springfield, Mass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
94 Taunton, Mass.....	600	.....	1,750	34,480	500	2,256	2,822	300	75	2,000	400	1,975	47,153	15 69	4 41
95 Waltham, Mass.....	.....	.....	650	425,840	100	350	.....	.....	.....	.....	800	.....	28,240	(15 52)	.....
96 Weymouth, Mass.....	.....	.....	.....	20,373	.....	1,400	1,100	.....	.....	1,000	350	370	26,593	12 50	2 37
97 Woburn, Mass.....	.....	.....	1,800	110,107	2,600	3,420	5,414	1,462	0	5,625	1,173	6,011	141,673	15 27	3 74
98 Worcester, Mass.....	0	.....	2,945	15,990	100	1,030	1,425	128	415	917	8	846	32,164	12 52	3 44
99 Ann Arbor, Mich.....	7,080	.....	1,800	17,464	.....	1,830	.....	.....	.....	.....	.....	.....	.....	.....	.....
100 Bay City, Mich.....	(8,600)	.....	.....	.....	2,075	11,252	6,080	465	1,852	8,528	.....	2,438	33,072	11 20	3 37
101 Detroit, Mich.....	5,078	.....	141,554	.....	.....	.....	.....	.....	.....	.....	.....	4,561	189,770	13 61	3 47

	3,040	63	3,000	25,045	800	2,720	268	129	331	2,541	140	1,996	47,634	11,48	3,08
102 East Saginaw, Mich.....	11,108		2,000	44,330	300	3,039	2,400	479	479	2,541	240	3,658	76,561	12,07	2,08
103 Grand Rapids, Mich.....	8,450		2,000	12,619	200	1,190	750	300	300	1,285	50	1,205	28,374	13,02	4,64
104 Saginaw, Mich.*	10,982		2,000	47,785	500	3,735	2,307	940	651	3,741	(2,079)	1,205	106,479	20,08	6,60
105 Minneapolis, Minn.*†	10,750		2,000	46,730	500	4,478	2,682	1,775	426	2,422		631	81,323	3,70	2,23
106 St. Paul, Minn.....			(8,993)									162	13,997	14,63	2,42
107 Natchez, Miss.g			1,000	11,000		550	300	225	200	500	50	102	19,211	9,50	2,65
108 Vicksburg, Miss.....	3,130		2,000	12,500	225	630	526	81	190	1,255		584	19,211	9,50	2,65
109 Hannibal, Mo.....	23,730		2,000	42,000	1,450	3,000	1,200	350	730		50	2,500	94,330	16,48	
110 Kansas City, Mo.....	14,402	304	2,160	34,101		3,120	841	2,432	2,149			1,698	62,254	14,05	4,33
111 St. Joseph, Mo.....	274,805	211,200	(607,929)	27,163	27,163	53,537	7,013	1,882	1,882	30,783	23,874	34,102	479,439	d16,39	d2,06
112 St. Louis, Mo.....	15,128		3,892	28,923		3,723	2,556		1,064	59		1,800	59,169	18,13	5,03
113 Omaha, Nebr.....	6,100		Concord, N. H.....	19,943						973		3,970	24,574		
114 Concord, N. H.....			Dover, N. H.....	19,631						223		1,417	48,811	15,46	3,32
115 Dover, N. H.....		0	Manchester, N. H.....	36,297	75	2,377	3,358		100		509	64,303	25,783	13,84	2,73
116 Manchester, N. H.....			Nashua, N. H.....	20,519						2,000	224	64,303	25,783	13,84	2,73
117 Nashua, N. H.....			Portsmouth, N. H.....	20,922	100	858	1,338	570	0			807	27,349	15,52	4,86
118 Portsmouth, N. H.....															
119 Camden, N. J.....															
120 Elizabeth, N. J.....			33,000	138,000	6,000	11,000	5,000	1,416	499	8,252	12,080	2,674	222,364	14,50	3,70
121 Jersey City, N. J.....			160,524	3,538	3,538	10,000	4,000	1,200	1,200	8,717	5,900	9,978	205,458	13,89	3,27
122 Newark, N. J.....			19,200	200	200	1,730	510	0	442	1,788	3,935	315	34,210	12,24	2,27
123 New Brunswick, N. J.....	6,245	759	3,420	19,200	250	1,126	707	680		2,935	3,289	2,043	25,185	19,43	5,98
124 Orange, N. J.....			(19,061)			5,662	f2,207			1,254	3,400	3,419	78,219	11,89	3,87
125 Paterson, N. J.....	2,000		2,000	51,348	1,209	2,107	1,247	403		11,323	(10,142)		954,907	14,09	3,71
126 Trenton, N. J.....	3,200		3,200	30,363	150	2,107	1,247	403		650	130	1,689	37,993	12,13	2,62
127 Albany, N. Y.....	2,000		2,000	138,085	1,500	6,241	5,013	21,286	13,500	11,927		1,881	30,384	14,29	3,70
128 Auburn, N. Y.....	25,214		50	1,416		1,133			501			e114,958	1,183,357		
129 Binghamton, N. Y.....	27,702		1,363	2,567		2,567	2,441		j14,341			e26,952	310,408		
130 Brooklyn, N. Y.....	765,356								j997			3,914	70,756	12,82	4,64
131 Buffalo, N. Y.....	281,027		800	21,160	791	1,918	1,206	500	200	2,061	107	1,282	38,059	13,67	4,23
132 Cohoes, N. Y.....	39,687	210	1,500	39,687	1,500	3,163	2,689	325		1,329		e1,038	10,672		
133 Elmira, N. Y.....	16,000			8,912		940	1,389			797	766	1,045	23,340	13,28	4,10
134 Hudson, N. Y.....			2,000	14,848		1,288	921	32	235	1,031		293	23,788	13,92	3,95
135 Ithaca, N. Y.....			1,000	16,437	284	1,337	1,715	200	277	523	95	404	31,558	13,91	2,68
136 Kingston, N. Y. (5 of city)			1,250	22,308	500	2,395	852	2,493	(1,725)		2,413	602	38,198	13,45	5,73
137 Lockport, N. Y.....			1,500	27,880		1,488	830		3,127		300	2,773	43,746	12,69	3,08
138 Long Island City, N. Y.*				2,430,692		763	982	0	387,780			e464,959	3,375,746	*20,81	*7,63
139 Newburgh, N. Y.....			1,500	10,118		3,626	1,850		718	122		1,250	14,338		
140 New York, N. Y.....				29,410		3,626	1,850	125	381	605	708	3,489	41,885	10,24	3,73
141 Oswego, N. Y.....			1,200	29,410		1,904	1,105	400	250	1,948		2,070	35,236	4,49	3,73
142 Oswego, N. Y.....				117,497	3,750	6,857	7,135	670	177	5,321	873	28,303	201,863	14,63	6,75
143 Poughkeepsie, N. Y.*				15,770		903	7,444	150	322	994		e3,004	30,112	13,82	2,89
144 Rochester, N. Y.*			1,000	15,770								e3,004	30,112	13,82	2,89
145 Saratoga Springs, N. Y.....	1,382											e3,004	30,112	13,82	2,89
146 Schenectady, N. Y.....				16,979								e3,004	30,112	13,82	2,89
147 Syracuse, N. Y.....			(79,338)	80,070	2,200	5,480	3,304		1,055	7,162	991	e17,124	409,172	11,49	3,88
148 Troy, N. Y.....												e17,124	409,172	11,49	3,88

* From Report of the Commissioner of Education for 1877.

† West division.

a Estimated by the Bureau.

b Including Adams County.

c For all incidental or contingent expenses.

d Based on average number belonging.

e Salary of school committee included.

f Fuel, light, and water.

g Includes cash balance at the close of fiscal year.

h For evening schools.

i Fuel and insurance.

j Total expenditure for colored schools.

k Includes an unexpended balance of \$75.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1878, &c.—Continued.*

City.	Expenditures.															Average expenses per capita.
	Payment of indebtedness.			Tuition.		Incidental or contingent expenses.								Total expenditure.		
	Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.		
1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	
Utica, N. Y.	\$0	\$0	\$2,500	\$48,569	\$500	\$3,347	\$2,379	\$125	\$993	\$6,146	\$738	\$838	\$83,263	\$14 46	\$4 18	
Watertown, N. Y.	.....	.....	.....	17,636	.....	.....	.....	.....	.....	.....	.....	.....	36,269	.....	.....
Yonkers, N. Y.*	.....	.....	.....	43,155	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
151 Akron, Ohio.	1,690	.....	2,550	17,547	150	2,201	719	75	215	1,179	5	7,791	44,528	12 93	3 63
152 Canton, Ohio.	7,729	.....	1,500	20,669	125	1,393	512	.....	120	907	45	1,384	35,776	12 87	4 01
153 Chillicothe, Ohio.	.....	.....	2,000	476,936	10,377	24,546	8,847	1,755	.....	15,313	701	22,040	699,587	19 54	3 09
154 Cincinnati, Ohio.	.....	.....	50,266	242,870	3,650	17,381	6,749	972	2,223	7,443	554	26,769	402,705	15 89	4 71
155 Cleveland, Ohio.	.....	.....	11,800	242,870	8,650	11,538	2,444	.....	.....	13,674	221	5,920	104,779	18 78	6 23
156 Columbus, Ohio.	11,059	.....	5,000	95,977	1,645	5,789	2,888	2,022	135	4,339	128	25,496	176,842	20 49	.....
157 Dayton, Ohio.	16,698	.....	3,000	86,023	1,300	2,150	523	.....	.....	239	160	1,231	39,653	13 90	3 94
158 Hamilton, Ohio.	13,200	.....	2,200	18,405	.....	.....	.....	.....	.....	.....	.....	.....	.....	10 50	2 17
159 Mansfield, Ohio.	7,858	.....	1,800	13,544	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
160 Newark, Ohio.*	3,177	.....	1,800	15,428	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
161 Portsmouth, Ohio.	3,633	.....	1,800	20,834	175	1,497	116	.....	.....	1,002	.....	.....	.....	.....	.....
162 Sandusky, Ohio.	3,356	.....	2,000	22,841	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
163 Springfield, Ohio.*	14,013	.....	1,800	28,472	225	1,000	626	0	75	707	0	611,051	83,324	13 59	3 65
164 Steubenville, Ohio.*	11,544	.....	1,600	18,082	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 45	5 23
165 Toledo, Ohio.	50,373	285	2,000	61,789	800	3,999	5,089	502	467	.....	86	3,487	132,047	11 24	2 68
166 Youngstown, Ohio.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	47,299	13 56	3 06
167 Zanesville, Ohio.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
168 Portland, Oreg.	0	.....	1,800	30,295	.....	.....	.....	.....	.....	.....	.....	.....	44,846	.....	.....
169 Allegheny, Pa.*	121,610	7,683	.....	103,418	1,293	8,400	5,799	.....	677	1,554	.....	3,035	67,103	18 38	4 45
170 Altoona, Pa.	.....	.....	1,350	13,005	.....	.....	.....	.....	1,500	6,275	.....	1,996	206,204	13 00	3 14
171 Altoona, Pa.	.....	.....	1,000	15,813	150	1,897	570	200	97	1,200	9	3,283	54,723	5 90	.....
172 Carbondale, Pa.	.....	.....	1,300	6,115	385	1,70	251	.....	342	346	.....	3,305	24,439	8 90	4 68
173 Chester, Pa.*	2,030	1,907	375	19,018	524	1,507	909	172	.....	.....	.....	862	29,428	6 24	1 73
174 Danville, Pa.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13 67	7 07
175 Easton, Pa.*	13,279	.....	1,700	25,222	1,306	1,670	915	300	468	2,018	539	2,051	9,104	.....	.....

177	Erto, Pa.	11,585	17,100	1,500	46,892	1,234	4,048	1,423	180	15	2,303	200	1,408	71,344
178	Harrisburg, Pa.	9,782		1,500	8,398	100	752	625	75		134		3,248	91,797
179	Lancaster, Pa.	2,526		1,500	18,975	625	1,561	651			2,241	65	15,258	52,333
180	New Castle, Pa.*	1,904		650	18,975	6,120	99,497	39,625	63,879	1,125	41,314	74,939	28,503	15,258
181	Norristown, Pa.				1,061,434	(31,550)		6,581	1,562		11,831		98,661	1,486,657
182	Philadelphia, Pa.	(132,037)		(287,313)									15,804	536,716
183	Pittsburgh, Pa.													40,004
184	Pottsville, Pa.													94,124
185	Reading, Pa.				53,832	2,542	3,825	1,483	566	329	588	572	4,177	89,106
186	Scranton, Pa.				5,675	300	498	1,279	332	8	183		1,120	13,804
187	Shenandoah, Pa.													31,019
188	Titusville, Pa.	(3,580)				250	1,150	429	1,029				1,034	26,809
189	Wilkes-Barre, Pa., 3d dist.				(18,400)	300	3,660	1,500	450	275	1,315	275	921	40,862
190	Williamsport, Pa.			1,200	23,368									29,116
191	York, Pa.			2,000	15,860	100	1,945	1,019	75		1,513	587	1,641	39,063
192	Newport, R. I.				29,072			9,960				4,778	33,971	343,635
193	Providence, R. I.				181,848									11,845
194	Warwick, R. I.			200	11,588									25,424
195	Woonsocket, R. I.*	4,206		250	14,069	75	(2,239)		418		1,427	2,139	1,627	56,051
196	Charleston, S. C.				(50,843)								61,758	19,487
197	Charleston, S. C.		3,608				367	297	1,086	84	364		358	12,367
198	Chattanooga, Tenn.			1,500	9,723			297	27	2197			1,436	61,014
199	Knoxville, Tenn.*			1,200	40,091			710	3,042	331	932		1,047	75,031
200	Memphis, Tenn.*		6,017		42,696	(5,310)		1,200	191		575	500	1,300	21,059
201	Nashville, Tenn.		18,003		45,488	240	3,402	1,200	670	117	221			10,272
202	Houston, Tex.			2,500	9,130			161						12,359
203	Burlington, Vt.			2,545	7,800	150	600	300			75		532	17,638
204	Alexandria, Va.	420		700	8,279	225	399	437	568	83	190	26	1,422	16,433
205	Lynchburg, Va.			600	14,480	600							44	8,497
206	Norfolk, Va.*			1,080	12,456								512	76,990
207	Petersburg, Va.			300	6,190	475	150	134	450	48	404	637	3,138	67,844
208	Potomac, Va.			13,610	50,775	1,770	2,806	1,637	225	738	1,069		64,405	27,928
209	Richmond, Va.*	0	0	3,025	38,739	520	1,752	2,055	200	566	3,219		27,928	10,742
210	Wheeling, W. Va.*	14,630		800	19,445						750		4,000	18,534
211	Fond du Lac, Wis.			1,000	11,470	250	1,530	1,303	400				28,272	47,297
212	Janesville, Wis.	1,031			18,474									177,901
213	La Crosse, Wis.		247		14,320									27,358
214	Madison, Wis.			25,500	129,500	4,820	9,601	8,334					61,778	31,852
215	Milwaukee, Wis.			1,000	18,209									
216	Oshkosh, Wis.													
217	Racine, Wis.			1,000	18,209									
218	Georgetown, D. C. g	0	0	7,380	141,363	1,032	9,836	3,997	22,644	1,028	14,190	2,262	8,058	13,421
219	Washington, D. C. g													133,121

* From Report of the Commissioner of Education for 1877. *d* For normal schools. *g* These statistics are for white schools only; for statistics of colored schools, see Table I.
a For all incidental or contingent expenses. *e* Paid from State treasury and therefore not included in receipts.
b Fuel and insurance are here included. *f* Includes all other incidental or contingent expenses.
c Includes pay of janitors.

Cities containing 7,500 inhabitants and over from which no statistics have been received.

State.	City.	State.	City.	State.	City.
Alabama.....	Mobile.....	Maryland.....	Frederick.....	North Carolina.....	Raleigh.....
California.....	Los Angeles.....	Michigan.....	Adrian.....	Do.....	Wilmington.....
Do.....	Oakland.....	Do.....	Jackson.....	Pennsylvania.....	Corry.....
Do.....	San José.....	Do.....	Kalamazoo.....	South Carolina.....	Columbia.....
Illinois.....	Aurora.....	Nevada.....	Virginia City.....	Texas.....	Galveston.....
Do.....	Ottawa.....	New Jersey.....	Hoboken.....	Do.....	Jefferson.....
Do.....	Springfield.....	New York.....	Rome.....	Do.....	San Antonio.....
Indiana.....	New Albany.....	Do.....	West Troy.....	Utah.....	Salt Lake City. ^a
Maryland.....	Cumberland.....				

^a Has no city system.

TABLE III.—Statistics of normal schools for 1878; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

1	Name.	Location.	Date of organization.	Principal	Appropriation for the last year.				Number of students.						
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year†	Number of instructors.	Normal.		Other.			
										Total.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	State Normal School	Florence, Ala.	1873	S. P. Rice, A. M.	\$5,000	\$0			4	173	28	14	93	38	
2	Rust Normal Institute	Huntsville, Ala.	1866	Mrs. M. S. Corey					2	60	5	3	26	26	
3	Lincoln Normal University	Marion, Ala.	1873	William E. Paterson	4,000			\$16 00	5	225	106	119			
4	Emerson Institute	Mobile, Ala.	1874	D. L. Hickok					3	117	12	15	40	50	
5	Normal department, Talladega College*	Talladega, Ala.	1870	Rev. Edward P. Lord, A. M.	0	0	\$0		10	227	42	25	100	60	
6	Normal dept't, Ark. Industrial University	Fayetteville, Ark.	1872	D. B. Hill, president	(a)	(a)	(a)		69	6375	17	13	208	137	
7	Branch Normal College, Ark. Indust. Univ.	Pine Bluff, Ark.	1876	Joseph C. Corbin	1,600	0	0	17 58	1	91	14	6	35	36	
8	Normal dept't, Pine Bluff Graded School*	Pine Bluff, Ark.	1870	M. W. Martin					3	198	18	17	88	75	
9	Pacific Kindergarten Normal School	Los Angeles, Cal.	1876	Miss Emma Marwedel					4						
10	California State Normal School	San Jose, Cal.	1862	Charles H. Allen, A. M.	224,500	0	0	40 63	17	703	98	505	(c100)		
11	Connecticut State Normal School	New Britain, Conn.	1850	Isaac Newton Carlton, A. M.	12,000	0	0	78 00	8	140	18	122	0	0	
12	Normal dept't of Atlanta University	Atlanta, Ga.	1867	Edmund A. Ware, A. M.	78,000	0	0		65	176	(176)	15	32	28	
13	Haven Normal School	Waynesboro', Ga.	1870	Rev. C. W. McMahon	0	0	0	0	3	100	25	15	32	28	
14	German Evangelical Lutheran Normal School*	Addison, Ill.	1864	J. C. W. Lindemann	0	0	0	0	5	118	118	0			
15	Southern Illinois Normal University	Carbondale, Ill.	1874	Rev. Rob't Allen, D. D., LL. D.	22,700	0	0	33 58	12	420	117	94	124	85	
16	Northern Illinois Normal College (Rock River University).	Dixon, Ill.		A. M. Hansen											
17	Normal and Business School*	Dover, Ill.	1876	W. J. Cook	0	0	0	0	7	112	61	51			
18	Cook County Normal and Training School	Englewood, Ill.	1867	D. S. Wentworth	16,000	0	0	50 00	8	271	19	170	35	47	
19	Northwestern German-English Normal School.	Galesburg, Ill.	1863	B. F. Meritt	0	0	0	0	3	100	53	19	22	1	

* From Report of the Commissioner of Education for 1877.

b For all departments.

c For change of location, see memoranda at close of table.

d \$24,000 for current expenses; \$500 for library.

e In model school.

f Annual appropriation to the university.

g County appropriation per capita.

40	Glasgow Normal School.....	1874	A. W. Meil.....	0	0	0	0	0	0	211	76	50	50	35
41	Normal School.....	1873	W. J. Finley.....	0	0	0	0	0	0	45	9	7	18	11
42	Normal dep't, New Orleans, La.....		Rev. Jeremy S. Bean, A. M., president.											
43	Normal department, Straight University- tunes.	1870	J. K. Cole.....	0	0	0	0	0	0	7	232	60	58	51
44	Peabody Normal School for Colored Stu- dents.	1877	Miss Julia Kendall.....	(d)				d28	55	2	35	1	34	
45	Peabody Normal Seminary for Louisiana- Castine, Me.....	1870	Mrs. Kate R. Shaw.....	(e)				e24	22	4	111	0	65	0
46	Eastern State Normal School.....	1867	Grenville T. Fletcher, A. M.....	7,500				35	00	6	200	90	110	46
47	Western State Normal School.....	1864	Charles C. Rounds.....	7,500				29	52	5	187	33	154	
48	Normal dep't, Maine Central Institute.....	1871	Cyrus Jordan.....	600	0	0	0	11	32	2	53	19	34	
49	Oak Grove Seminary, normal department.	1857	Edward J. Cook, A. B.....					f5		f119			f59	f60
50	Baltimore Normal School for Colored Teachers.	1864	S. H. Gamble.....	2,000				20	00	4	100	30	70	
51	Centenary Biblical Institute, normal dep't.	1872	J. Emory Bond.....	0	0	0	0	0	0	5	75	22	8	8
52	Maryland State Normal School.....	1866	M. A. Newell.....	10,500	0	0	0	48	38	12	217	15	190	10
53	St. Catherine's Normal Institute.....	1874	Sister M. Ferdinand.....	0	0	0	0			9	120		40	80
54	Boston Normal School.....	1852	Larkin Dunton.....					102		7	102	0	102	0
55	Massachusetts Normal Art School*.....	1873	Walter Smith, director.....	11,000	0	0	0	50	00	12	218	69	149	0
56	State Normal School.....	1840	C. C. Hussey, visitor.....	13,000							188	65	123	
57	State Normal School.....	1858	Ellen Hyde.....	12,000	0	0	0			11	125		125	
58	State Normal School.....	1854	Daniel B. Fagar, Ph. D.....	14,000	0	0	0	44	16	13	317	0	317	0
59	Westfield State Normal School.....	1859	Joseph G. Scott.....	12,600				93	33	8	135	13	122	
60	Massachusetts State Normal School at Worcester.	1874	E. Harlow Russell.....	12,725						6	97	3	94	0
61	Michigan State Normal School.....	1853	Rev. Joseph Estabrook, M. A.....	18,300	0	0	0			13	638	114	224	180
62	State Normal School at Mankato.....	1868	Rev. D. C. John, A. M.....	9,200	0	0	0	46	73	7	215	50	100	433
63	State Normal School at St. Cloud.....	1869	Rev. D. L. Kiehle, A. M.....	9,000				40	00	8	209	48	92	25
64	State Normal School at Winona.....	1860	Charles A. Morey.....	12,000				30	00	11	407	73	174	89
65	Mississippi State Normal School.....	1870	William B. Hightgate, A. M.....	3,000	0	0	0	24	24	3	124	83	41	
66	Tougaloo University and State Normal School.....	1869	Rev. G. Stanley Pope.....	0	0	0	0			9	132	18	11	36
67	Southeast Missouri State Normal School.....	1873	C. H. Dutcher.....	7,500	0	0	0	25	38	6	236	83	62	41
68	Normal College, University of Missouri.....	1849	Grace C. Bibb.....	(b)						10	04	(64)		
69	Lincoln Institute.....	1866	M. Henry Smith, A. M.....	5,000	0	0	0	30	00	4	139	(36)	172	0
70	North Missouri State Normal School.....	1867	Joseph Baldwin.....	7,500	0	0	0	14	00	9	554	362	172	0
71	Northwest Normal School*.....	1876	O. C. Hill, A. B.....					1,500		3	110	55	55	
72	St. Louis Normal School.....	1857	Louis Soldan.....	0	0	0	0	13,371		10	223		223	
73	Sedalia Collegiate Institute.....	1877	J. B. Van Peltten and E. R. Booth.	0	0	0	0			5	250	1	4	125
74	State Normal School, second district.....	1871	George L. Osborne.....	7,500	0	0	0	16	69	8	452	246	206	
75	Central Normal School.....	1867	Charles D. Rakestraw, A. M.....							4	71			
76	Nebraska State Normal School.....	1867	Robert Curry, A. M., Ph. D.....	12,500						8	232	102	130	
77	New Hampshire State Normal School*.....	1870	Ambrose P. Kelsey, A. M.....	5,000	0	0	0	775		5	142	14	83	17

* For all departments.

f \$3,000 are for repairs and improvements.

g Includes pupils in model schools.

c For building.

d Maintained by Peabody fund, \$1,000; the amount per capita being the amount of this fund.

e Maintained by local contribution, \$1,200, and Peabody fund, \$1,500; the amount per capita being the amount of these two funds.

* From Report of the Commissioner of Education for 1877.

† Exclusive of appropriations for permanent objects.

a The reports of the Lettsville and Kossuth branches of this school are included in the one here given.

b See Table IX; no appropriation apart from that of the university.

TABLE III.—Statistics of normal schools for 1878, &c.—Continued.

NOTE.—* Indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of organization.	Principal.	Appropriation for last year.				Number of students.						
				State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.	Number of instructors.		Number of students.				
								5	6	7	8	9	Total.	Normal.		Other.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
78 New Jersey State Normal School.....	Trenton, N. J.....	1855	Washington Hasbrouck, Ph.D.	\$20,000				23	241	59	182			
79 New York State Normal School*.....	Albany, N. Y.....	1870	Rev. Joseph Allen, D.D., LL.D.	18,000				13	544	113	(544)			
80 State Normal School*.....	Brooklyn, N. Y.....	1867	Charles D. McLean.....	25,000			\$19 14	13	860	113	245			
81 State Normal School*.....	Buffalo, N. Y.....	1871	Henry B. Buckham, A. M.....	18,000	\$0	\$0	64 00	10	232	41	190	10	1	
82 State Normal and Training School.....	Cortlandville, N. Y.....	1869	James H. House, A. M., Ph. D.	18,000		0	45 00	13	437	114	210	67	66	
83 State Normal and Training School at Fredonia.....	Fredonia, N. Y.....	1868	Francis B. Palmer, A. M.....	18,000				15	406	31	114		(321)	
84 State Normal School.....	Groesbeek, N. Y.....	1871	William J. Milne, A. M.....	18,000			52 00	17	707		(294)	(6413)		
85 Normal College.....	New York, N. Y.....	1870	Thomas Hunter, Ph. D.....	0	0	92,000		59	2,497		1,321		1,176	
86 Oswego State Normal and Training School.....	Oswego, N. Y.....	1861	Edward A. Sheldon, A. M.....	262,900			36 51	14	432	101	391	0	0	
87 State Normal and Training School.....	Potsdam, N. Y.....	1869	Malcolm MacVicar, Ph.D., LL.D.	18,000				14	321	86	172	21	42	
88 University Normal School.....	Chapel Hill, N. C.....	1877	John J. Ladd.....	2,000	\$500		4 97	12	402	212	190			
89 State Colored Normal School.....	Payetteville, N. C.....	1877	Robert Harris.....	2,000		0	23 00	3	74	49	25	0	0	
90 Bennett Seminary.....	Greensborough, N. C.....	1874	Rev. E. O. Thayer, A. M.....		0	0	0	3	105	25	15	30	35	
91 Lumberton Normal School.....	Lumberton, N. C.....	1876	David P. Allen.....	0	0	0	0	1	49	17	2	14	16	
92 Shaw University*.....	Raleigh, N. C.....	1866	H. M. Tupper, A. M.....					5	240	76	55	75	34	
93 Trinity College Normal School.....	Trinity College, N. C.....		Rev. B. Craven.....	0	0	0		15	220		(220)			
94 Northwestern Ohio Normal School.....	Ada, Ohio.....	1871	Il. S. Lehr, A. M.....	0	0	20,000		14	477	291	109	48	29	
95 Cincinnati Normal School.....	Cincinnati, Ohio.....	1863	John Mickleborough.....	0	0	\$7,600		9	97	0	97	0	0	
96 Cleveland City Normal School.....	Cleveland, Ohio.....	1874	Elroy M. Avery.....		0	5,600		8	62	0	62	0	0	
97 Dayton Normal and Training School.....	Dayton, Ohio.....	1869	Miss Jane W. Blackwood.....				1 42	6	137	69	68			
98 Geneva Normal School.....	Geneva, Ohio.....	1868	Jay P. Treat, A. M.....	200	1,200		0	0	4	137	708	328	501	
99 National Normal School.....	Lebanon, Ohio.....	1865	Alfred Holbrook.....	0	0	0	0	20	1,473	608	328	501	136	
100 Mansfield Normal School.....	Mansfield, Ohio.....	1878	J. Fraise Richard.....	0	0	500		11	100	25	20	85	20	
101 Western Reserve Normal School.....	Milan, Ohio.....	1832	Miss Delta Palmer.....	0	0	0		4	139	17	36	72	74	

TABLE III.—Statistics of normal schools for 1878, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; . . . indicates no answer.

Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.				Number of students.			
				State.	County.	City.	State appropriation per capita of pupils enrolled in last school year†	Total.	Male.	Female.	Other.	Male.	Female.	Total.	Other.
1	2	3	4	5	6	7	8	9	10	11	12	13	14		
135 State Normal School*	Randolph, Vt.	1867	Alfred E. Leavenworth, A. M.	\$2,644	\$0	\$0	\$11 50	8	280	91	139	25	25		
136 Valley Normal School	Bridgewater, Va.	1873	G. H. Hulvey	0	373	0	0	5	126	6	4	59	57		
137 Hampton Normal and Agricultural Inst.	Hampton, Va.	1868	S. C. Armstrong	(a)	0	0	631 11	221	4392	148	98	54	32		
138 St. Stephen's Normal School	Petersburg, Va.	1871	Giles Buckner Cooke	0	0	0	0	6	200	12	18	80	90		
139 Richmond Normal School*	Richmond, Va.	1867	R. M. Manly, A. M.	0	0	0	0	6	232	40	93	31	62		
140 Shenandoah Valley Normal School	Staunton, Va.	1873	Jos. B. McInturf	225	225	0	1 33	4	108	39	18	15	78		
141 Concord State Normal School*	Concord Church, W. Va.	1875	James H. French	2,000	0	0	(c)	3	76	100	50	25	25		
142 Fairmont State Normal School*	Fairmont, W. Va.	1868	Miss M. L. Dickey	2,000	0	0	10 00	5	200	100	50	25	25		
143 State Normal School at Glenville	Glenville, W. Va.	1873	T. Marcellus Marshall	1,500	0	0	35 00	4	72	44	24	3	1		
144 Storor College	Harper's Ferry, W. Va.	1867	Rev. N. C. Brackett, A. M.	0	0	0	0	5	175	61	53	30	29		
145 Marshall College State Normal School	Huntington, W. Va.	1867	A. D. Chesterman	2,000	0	0	14 50	5	137	35	60	20	22		
146 Shepherd College	Shepherdstown, W. Va.	1873	Joseph McMurrin, A. M.	2,000	0	0	d3 35	3	94	59	35	1	2		
147 West Liberty State Normal School	West Liberty, W. Va.	1871	J. C. Gwyn	2,000	0	0	21 15	3	56	30	23	1	2		
148 State Normal School	Platteville, Wis.	1871	George S. Albee, president	248, 243	0	0	112 107	15	615	153	221	110	131		
149 Wisconsin State Normal School	Oshkosh, Wis.	1866	E. A. Charlton, A. M.	16, 900	0	0	112 60	12	409	112	107	168	168		
150 State Normal School	River Falls, Wis.	1875	W. D. Parker	13, 113	0	0	36 32	11	361	42	60	117	142		
151 Catholic Normal School of the Holy Family*	St. Francis, Wis.	1871	Rev. Theo. Bruner	0	0	0	0	6	89	50	39	39	39		
152 State Normal School	Whitewater, Wis.	1868	J. W. Stearns	0	0	0	0	13	452	206	109	83	54		
153 Miner Normal School	Washington, D. C.	1876	Mary B. Smith	0	0	0	0	2	14	7	7	0	0		
154 Normal department of Howard University	(17th & Sampson sts.)	1867	Miss M. B. Briggs	0	0	2,500	0	5	88	5	8	58	17		
155 Washington Normal School	Washington, D. C.	1873	Lucilla E. Smith	0	0	0	45 45	4	20	0	20	0	0		
156 Normal dept of University of Deseret	Salt Lake City, Utah.	1875	John R. Park, M. D.	2,000	0	0	45 45	2	44	23	21	0	0		

* From Report of the Commissioner of Education for 1877.

† Income per capita from congressional land fund.

‡ Exclusive of appropriations for permanent objects.

d Per month.

e \$3.23 of this for permanent objects.

a See Table X, Part I.

TABLE III. — Statistics of normal schools for 1878, &c. — Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.				Annual charge to each student	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
	Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.														
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
State Normal School	3		3	41	2,000			1	(a)	0				x	x			x	x	x	
Rust Normal Institute			4	32	200				0	x	0	x	x	x	x	0	0	0	x	x	
Lincoln Normal University			4	40				2	9-11 ³		0	x	x	x	x	0	0	0	x	x	
Emerson Institute			4	36	100				11 ³		0	x	x	x	x	0	0	0	x	x	
Normal department, Talladega College*			6	36	500						0	x	x	x	x	0	0	0	x	x	
Normal department, Arkansas Industrial University		22	4	42	500	200				x	0	x	x	x	x	0	0	0	x	x	
Branch Normal College, Ark. Industrial University		0	6	40	50	10		6		x	0	x	x	x	x	0	0	0	x	x	
Normal department, Pine Bluff Graded School*		9	9	40	0	0			610		0	x	x	x	x	0	0	0	x	x	
Pacific Kindergarten Normal School*		3	3	40	1,416			142	100	x	x	x	x	x	x	x	x	x	x	x	
California State Normal School	49,58e	47,54e	49,58e	40	1,416			2	0	x	x	x	x	x	x	x	0	0	x	x	
Connecticut State Normal School	25	23	2	40	1,500	25	100	1	0	x	x	x	x	x	x	x	0	0	x	x	
Normal department of Atlanta University			4	35				15	9		0	x	0	0	0	0	0	0	x	x	
Haven Normal School	0		5	40	500					x	x	x	x	x	x	x	0	0	x	x	
German Evangelical Lutheran Normal School*	19	19	5	40	500					x	x	x	x	x	x	x	0	0	x	x	
Southern Illinois Normal University	13	10	4	40	4,350	973	840	17	14,21	x	x	x	x	x	x	x	0	0	x	x	
Northern Illinois Normal College (Rock River University).			2	44						x	x	x	x	x	x	x			x	x	
Normal and Business School*	0		3	37	400			4	26-30			x	x	x	x	x			x	x	
Cook County Normal and Training School	43		3	40	283	0	15	8	230	x	0	x	0	x	x	x	0	0	x	x	
Northwestern German-English Normal School	7	6	3	40	250	0	50	0	26,32	x	0	x	0	x	x	x	0	0	x	x	
Morris Normal and Scientific School			4	40	650			20	36-48	0	0	x	x	x	x	x	0	0	0	0	
Illinois State Normal University	25	19	3	39	1,500			3	(f)	0	x	x	0	x	x	x	0	0	x	x	
Peoria County Normal School	13	13	2	40	619	18	108	0		0	x	0	0	0	x	x	0	0	x	x	

* From report of the Commissioner of Education for 1877.

a Tuition is free for State normal students.

b To non-residents.

e 49 in elementary course, of whom 47 have engaged in teaching; 58 in full course, of whom 54 have engaged in teaching.

f Free to those agreeing to teach in the State.

d Free to residents of the county.

e In schools of the county.

f Free to those agreeing to teach in the State.

TABLE III.—*Memoranda.*

Name.	Location.	Remarks.
Pacific Kindergarten Normal School	Los Angeles, Cal.	Removed to Oakland.
Normal department of Delaware College	Newark, Del.	Does not appear to be a distinct department.
Delaware State Normal University	Wilmington, Del.	No information received.
Lewis High School	Macon, Ga.	See Table VI.
Chicago High School, normal department	Chicago, Ill.	No information received.
Leavenworth State Normal School of Kansas	Leavenworth, Kans.	Closed.
Louisville Training School	Louisville, Ky.	Suspended.
Kindergarten Normal Class	Boston, Mass.	No information received.
Kindergarten Normal Institute	Jackson, Mo.	No information received.
Kindergarten Normal Training School	St. Louis, Mo.	No information received.
Normal department, University of North Carolina	Chapel Hill, N. C.	Identical with University Normal School.
Ray's Normal Institute	Kernersville, N. C.	No information received.
Ellendale Teachers' Institute	Little River P. O., N. C.	No information received.
Tilston Normal School	Wilmington, N. C.	No information received.
Hopedale Normal School	Hopedale, Ohio.	See Table VI.
Orwell Normal Institute	Orwell, Ohio.	No information received.
Southern Ohio Normal School	Pleasantville, Ohio.	No information received.
Normal course in Pacific University	Forest Grove, Oreg.	Does not appear to be a distinct department.
Southern Normal School and Business Institute	Jonesboro, Tenn.	No information received.
New Providence Institute (Maryville College)	Maryville, Tenn.	No information received.

TABLE IV.—Statistics of commercial and business colleges for 1878; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of female instructors.	Total number of students, excluding duplicates.	Number of students.							
							In day school.		In evening school.					
							Total.	Male.	Female.	Total.				
1	Course in commerce in the State Agricultural and Mechanical College.	2	3	4	5	6	7	8	9	10	11	12	13	14
2	Howard College Business School.		1842	Rev. I. T. Tichenor, D. D., president.	5	40	40	40	40	0				
3	Commercial course in Spring Hill College.			James T. Murfee, D. D.										
4	Sacramento Business College.			Rev. D. Beaudouin, S. J., president.										
5	Commercial department of St. Mary's College.			E. C. Atkinson.	5	2	139	87	83	4	52	49	3	
6	Heald's Business College.		1872	Brother Justin, president.	7	0	97	97	97					
7	Garden City Commercial College.			Edward P. Heald.	12	3	352	352	328	24	0	0	0	
8	Commercial department of Pacific Methodist College.		0	Herman B. Worcester.	5	3	158	137	98	29	31	31		
9	Moore's Southern Business University.			W. A. Long.		3								
10	Evergreen City Business College.			R. F. Moore, president.	3		196	181	181			15	15	
11	Commercial course of St. Vincent's College.		1874	W. H. Marquam and C. E. Baker.	2		261	163	146	17	98	87	11	
12	Commercial course of St. Ignatius College.		1870	Rev. Thomas Roy, P. S. V.	15		120	120	120					
13	The Bryant & Stratton Chicago Business College and English Training School.			Rev. Thomas H. Miles, S. J.	6	0	110	110	110	0	0	0	0	
14	Western Business College.			George K. Rix.	13									
15	Jacksonville Business College.		1862	J. M. Martin & Brother.	3		162	105	70	35	57	33	24	
16	Joliet Business College and English Training School.		1866	Brown & Woodworth.	4		275	203	200	8	67	62	5	
17	Parish's Business College and Telegraphic Institute.			Homer Russell.	2	1	400	400	300	100				
18	Gen City Business College.			A. S. Parish.	2	1	209	159	133	26	72	62	10	
19	Becker's Business College.		0	D. L. Musselman.	6	0	275	248	220	28	83	75	8	
20	Springfield Business College.		1860	E. C. A. Becker.	3	2	120	98	78	20	22	22		
21	Springfield Business College.			James N. Mitchell.										
22	Evansville Commercial College.			S. Bogardus.	1	1	167							
			1850	G. W. Rank and E. J. Wright.	3	3	317	276	264	12	41	41		

TABLE IV.—Statistics of commercial and business colleges for 1878, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of female instructors.	Number of students.					
						Total number of students, excluding duplicate enrollments.	In day school.			In evening school.	
							Total.	Male.	Female.	Total.	Male.
1	2	3	4	5	6	7	8	9	10	11	12
23 Indianapolis Business College and Telegraph Institute.....	Indianapolis, Ind. (N. Pennsylvania street).	.....	1858	C. C. Koerner and J. R. Goodier.	11	.....	2350	265	210	25	85
24 Star City Business College.....	Lafayette, Ind.	0	1866	P. W. Kennedy	2	0	128	88	85	3	40
25 Hall's Business College.....	Logansport, Ind.	.....	1867	Edwin A. Hall	2	.....	75	51	47	4	24
26 Commercial department of the University of Notre Dame.	Notre Dame, Ind.	1844	1842	Very Rev. William Corby, C. S. C., president ex officio.	6	.....	.....	.....	.....	.....	.....
27 Terre Haute Commercial College and Institute of Pannamunship.	Terre Haute, Ind.	.....	1862	E. Garvin.	3	.....	96	66	58	8	46
28 Allen's Business College.....	Burlington, Iowa.	.....	1865	W. P. Allen and A. M. Allen.	3	.....	75	50	46	4	25
29 Clinton Commercial College.....	Clinton, Iowa.	.....	1870	W. H. Pearce	2	.....	87	60	45	15	27
30 Davenport Business College.....	Davenport, Iowa.	.....	1865	D. R. Littlebridge and W. H. H. Valentine.	8	.....	368	368	339	29	.....
31 Baylies' Commercial College.....	Dubuque, Iowa.	1859	1858	C. Baylies.	6	2	342	275	250	25	230
32 Hard's National Business College of Upper Iowa University.....	Fayette, Iowa.	.....	1867	H. E. Hard	2	.....	106	106	57	49	.....
33 Ottumwa Business College.....	Ottumwa, Iowa.	.....	1870	W. D. Strong	2	.....	49	35	27	8	35
34 Grason's Commercial College.....	Leavenworth, Kans.	.....	1870	J. H. Grason	2	1	24	18	13	5	16
35 Western Business College.....	Topeka, Kans.	.....	1867	M. A. Pond	1	.....	26	12	9	3	14
36 Commercial (or Business) College of Kentucky University.	Lexington, Ky.	.....	.....	W. L. Smith, president, E. W. Smith, principal.	.....	.....	125	.....	.....	.....	.....
37 Warr's Bryant & Stratton Business College.	Louisville, Ky. (89 Main st.)	.....	1863	W. T. Parks	5	0	297	231	231	0	66
38 J. W. Blackburn's Commercial College.....	New Orleans, La. (131 Carondelet street).	.....	1862	J. W. Blackburn	5	0	75	60	60	0	15
39 Soule's Commercial College and Literary Institute.	New Orleans, La. (cor. St. Charles and Lafayette sts.)	1861	1856	George Soule	7	0	238	169	169	0	69
40 Drigo Business College.....	Augusta, Me.	1867	1865	D. M. Waitt	1	1	250	175	155	20	75
41 Commercial College.....	Vassalborough, Me.	.....	.....	George A. Kilgore	.....	624	.....	.....	.....	.....	50
42 Eaton & Barnett's Business College.....	Baltimore, Md.	.....	.....	H. E. Hibbard.	.....	.....	.....	.....	.....	.....	25
43 Bryant & Stratton Commercial School.....	Boston, Mass. (608 Washington street).	.....	1860	H. E. Hibbard.	6	4	200	200	100	40	.....

		1848	Charles French, A. M.	5	0	128	115	96	19	13	10	3
44	French's Business and Nautical College Boston, Mass. (630 Washing- ton street).	.....	1848	.....	.....	.....	.....	.....	.....	.....	.....	.....
45	Sawyer's Business College	0	1838	.....	.....	.....	.....	.....	.....	.....	.....	.....
46	Carter's Commercial College*	0	1861	.....	.....	.....	.....	.....	.....	.....	.....	.....
47	Goldsmith's Bryant & Stratton Business University, .....	.....	1862	.....	.....	.....	.....	.....	.....	.....	.....	.....
48	Mayhew Business College .....	.....	1859	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	Grand Rapids Business College and Practi- cal Training School, .....	.....	1866	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	Commercial and Telegraphic Department of Hillsdale College, .....	.....	1855	.....	.....	.....	.....	.....	.....	.....	.....	.....
51	Jackson Business College, .....	.....	1871	.....	.....	.....	.....	.....	.....	.....	.....	.....
52	Kalamazoo Business College and Telegraph Institute, .....	.....	1869	.....	.....	.....	.....	.....	.....	.....	.....	.....
53	Lansing Business College, .....	.....	1867	.....	.....	.....	.....	.....	.....	.....	.....	.....
54	Minneapolis Business College, .....	.....	1875	.....	.....	.....	.....	.....	.....	.....	.....	.....
55	St. John's Commercial College .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	St. Paul Business College and Telegraphic Institute, .....	.....	1865	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	St. Stanislaus Commercial College*	1870	1855	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	Bryant's Business College .....	.....	1864	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	St. Joseph Commercial College	1872	1867	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	Bryant & Stratton Business College*	1861	1854	.....	.....	.....	.....	.....	.....	.....	.....	.....
61	Commercial department of the St. Louis University,	1852	1829	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	Jones Commercial College	1849	1841	.....	.....	.....	.....	.....	.....	.....	.....	.....
63	Mound City Commercial College .....	.....	1871	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	Great Western Business College .....	.....	1874	.....	.....	.....	.....	.....	.....	.....	.....	.....
65	Bryant & Stratton College .....	.....	1865	.....	.....	.....	.....	.....	.....	.....	.....	.....
66	Elizabeth Business College	1873	1872	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	Bryant & Stratton Business College .....	.....	1863	.....	.....	.....	.....	.....	.....	.....	.....	.....
68	Gregory Business College .....	.....	1865	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	Capital City Commercial College .....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
70	Folsom's Business College .....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
71	Browne's Business College .....	.....	1849	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	Claghorn's Bryant & Stratton Business Col- lege, .....	.....	1861	.....	.....	.....	.....	.....	.....	.....	.....	.....
73	French's Business and Telegraph College, .....	.....	1868	.....	.....	.....	.....	.....	.....	.....	.....	.....
74	Wright's Business College	0	1873	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	Bryant's Buffalo Business College .....	.....	1854	.....	.....	.....	.....	.....	.....	.....	.....	.....

^a Total for year, 712.

^b Graduates in commercial course in 1878.

^c In classical and commercial course.

^d These are for evening school also.

TABLE IV.—Statistics of commercial and business colleges for 1878, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Total number of students, excluding duplicate enrollments.	Number of students.					
								In day school.			In evening school.		
								Total.	Male.	Female.	Total.	Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
76 Commercial dept. of St. Joseph's College...	Buffalo, N. Y.	.....	1861	Brother Eligius	4	0	70	70	70	0	.....	.....	.....
77 Elmira Business College	Elmira, N. Y.	.....	1858	A. J. Warner	2	0	50	38	38	.....	12	10	2
78 The Elmwood Seminary, commercial department.	Glen's Falls, N. Y.	.....	.....	J. N. Whipple	.....	.....	.....	.....	.....	.....	.....	.....	.....
79 Hudson Business College*	Hudson, N. Y.	.....	1873	Ansel E. Mackey	1	2	66	46	40	6	20	20	.....
80 Cady & Walworth's Business College	New York, N. Y. (36 East fourteenth street).	.....	1870	C. E. Cady	2	.....	225	135	129	6	90	83	7
81 Commercial department of the College of St. Francis Xavier	New York (49 W. Fifteenth street).	.....	1847	Rev. Henry Hudson, s. j., president.	.....	.....	.....	.....	.....	.....	.....	.....	.....
82 Packard's Business College	New York, N. Y. (805 Broad- way).	.....	1858	S. S. Packard	8	1	316	316	299	17	0	0	0
83 Paine's Business College	New York, N. Y. (62 Bowery, corner Canal street).	.....	.....	Martin S. Paine	4	1	670	447	350	97	223	175	48
84 Paine's Up-town Business College	New York, N. Y. (1313 Broad- way, cor. Thirty-fourth st.)	0	1872	Martin S. Paine	2	0	202	134	109	25	68	55	13
85 Eastman National Business College*	Poughkeepsie, N. Y.	0	1859	H. G. Eastman, LL. D., pres't.	11	0	682	653	652	3	184	184	.....
86 Rochester Business University	Rochester, N. Y. (State st.)	0	1863	L. L. Williams, president.	6	0	394	298	291	7	96	65	31
87 Bryant & Stratton Business College and Telegraphic Institute.	Syracuse, N. Y.	0	1865	C. P. Meads	2	1	125	75	70	5	50	45	5
88 Troy Business College	Troy, N. Y.	1871	1858	Thomas H. Shields	2	.....	150	100	97	3	50	43	7
89 Bryant & Stratton Utica Business College*	Utica, N. Y.	.....	1863	H. B. McCreary and Thomas Shields.	3	1	259	124	113	11	135	117	18
90 Commercial department of Wake Forest College*	Wake Forest, N. C.	1855	1869	Prof. L. R. Mills, A. M.	1	.....	12	12	12	.....	.....	.....	.....
91 Akron Business College	Akron, Ohio	.....	1866	O. S. Warner, A. M.	2	.....	50	22	21	1	28	24	4
92 Commercial department of St. Xavier Col- lege.	Cincinnati, Ohio	1842	1831	Rev. Thomas O'Neil, s. j., president.	.....	.....	87	87	.....	.....	.....	.....	.....
93 Nelson's Business College	Cincinnati, Ohio (southeast cor. Fourth and Vine sts.)	0	1856	Richard Nelson	3	1	153	153	148	5	.....	.....	.....

			1874	Henry A. Faber	6	0	351	185	182	3	219	0
94	Queen City Commercial College	Cincinnati, Ohio (northwest cor. Fifth and Walnut sts.)	.....	1874	Henry A. Faber	.....	.....	.....	.....	.....	.....	.....
95	Spencerian Business College	Cleveland, Ohio (corner Superior and Seneca sts.)	.....	1852	Platt R. Spencer	5	.....	450	305	25	85	5
96	Miami Commercial College*	Dayton, Ohio	.....	1860	A. D. Witt	2	.....	125	104	4	21	1
97	Business department of Mt. Union College	Mt. Union, Ohio	.....	.....	O. N. Hartshorn, LL. D., pres't.	5	.....	231	100	(231)	.....	.....
98	Oberlin Business College	Oberlin, Ohio	.....	1851	J. G. Kline	2	.....	45	23	5	30	9
99	Van Sickle's Business College	Springfield, Ohio	.....	1871	J. W. Van Sickle, A. M., M. D.	1	.....	24	20	4	11	.....
100	Toledo Business College	Toledo, Ohio	.....	1862	G. E. Detweiler	5	1	231	139	116	23	76
101	Zanesville Business College	Zanesville, Ohio	.....	1866	F. M. Chognrill	3	.....	121	79	65	42	37
102	Allentown Business College	Allentown, Pa.	.....	1869	W. L. Blackman	2	.....	96	85	4	11	.....
103	Commercial course of St. Vincent's College	Beatty's post-office, Pa.	1870	.....	Rt. Rev. Boniface Wimmer, O. S. B., president.	.....	.....	58	58	.....	.....	.....
104	Knauss' Institute of Business and Finance	Easton, Pa.	.....	1873	James T. Knauss	3	0	110	75	0	35	0
105	Wyoming Commercial College*	Kingston, Pa.	.....	1863	L. L. Sprague	2	.....	78	75	3	.....	.....
106	Keystone Business College	Lancaster, Pa.	.....	1872	E. S. Blackman	3	.....	60	.....	.....	.....	.....
107	Bryant, Stratton & Smith Business College*	Meadville, Pa.	1865	.....	A. W. Smith	3	2	678	658	620	.....	3
108	Bryant & Stratton Business College*	Philadelphia, Pa. (108 S. Tenth street).	.....	1857	J. E. Soule	9	.....	687	657	613	.....	.....
109	Crittenden Philadelphia Commercial College	Philadelphia, Pa. (corner Twelfth and Chestnut sts.)	1855	.....	John Groesbeck	8	.....	385	.....	.....	.....	.....
110	Peirce's Union Business College	Philadelphia, Pa. (39 S. Tenth street).	0	.....	Thomas May Peirce, M. A.	11	0	458	322	23	113	1
111	Select Commercial School	Philadelphia, Pa. (Fifteenth and Chestnut streets).	.....	1855	Chester E. Pond	1	.....	52	30	5	22	4
112	Pottsville Business College*	Pottsville, Pa.	.....	1874	M. J. Goldsmith	1	.....	50	30	.....	20	5
113	Williamsport Commercial College	Williamsport, Pa.	.....	1865	J. F. Davis and F. E. Wood	3	1	160	130	126	4	30
114	Providence Bryant & Stratton Business College	Providence, R. I.	.....	1853	Thomas B. Stowell	6	.....	225	137	117	20	88
115	Scholfield's Commercial College	Providence, R. I. (137 Westminster street).	.....	1846	Albert G. Scholfield	3	1	290	268	22	.....	.....
116	Warner's Polytechnic and Business College*	Providence, R. I.	.....	1863	W. W. Warner	9	2	304	252	229	23	52
117	Belm's Chattanooga Commercial College	Chattanooga, Tenn.	0	1875	Jeremiah Belm	1	.....	50	20	0	30	0
118	Leddin's Business College	Memphis, Tenn.	1867	.....	T. A. Leddin	2	.....	171	96	92	4	75
119	Frank Goodman & Co.'s Bryant & Stratton Business College*	Nashville, Tenn.	.....	1865	Frank Goodman	4	.....	174	133	.....	41	41
120	Livingston's Galveston Business College	Galveston, Tex.	1877	.....	Edward Livingston	2	.....	46	32	26	14	3
121	Old Dominion Business College	Richmond, Va.	1868	.....	George M. Nicol	1	.....	46	30	.....	16	16
122	Great Southern Business College*	Parkersburg, W. Va.	.....	1876	A. J. M. Hosom	2	1	74	51	40	11	23
123	National Business College	Wheeling, W. Va.	.....	1860	J. M. Frasher & Co.	3	0	96	66	60	30	30
124	Fond du Lac Commercial College*	Fond du Lac, Wis.	0	.....	S. D. Mann and L. B. Everdell	3	0	156	130	89	41	26
125	Green Bay Business College	Green Bay, Wis.	.....	1869	A. C. Blackman	2	1	75	50	40	10	37
126	Janesville Business College and Institute of Penmanship	Janesville, Wis.	0	.....	F. E. Fellows	3	0	215	121	0	94	84
127	Northwestern Business College and Institute of Penmanship	Madison, Wis.	.....	1865	H. M. Wilmot	7	1	320	292	220	72	43
128	Spencerian Business College	Milwaukee, Wis.	1870	.....	Robert C. Spencer	3	1	174	146	135	11	28
129	Spencerian Business College	Washington, D. C. (corner Seventh and L. sts. N. W.)	0	1864	Henry C. Spencer	2	1	125	74	51	23	39

b Includes day and evening school.

a All these scholars attend the evening school also.

* From Report of the Commissioner of Education for 1877.

TABLE IV.—*Statistics of commercial and business colleges for 1878, &c.—Continued.*

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.	Branches taught.									Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charge to each student for tuition.			
	In phonography.				In telegraphy.		In German.	In French.	In Spanish.	Common English and correspondence.	Penmanship.	Bookkeeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.					Life insurance.	Phonography.	Telegraphy.
	15	16	17	18																				
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	
1 Course in commerce in the State Agricultural and Mechanical College.							x	x	x	x			x					1,100	60	2 yrs.			\$80	
2 Howard College Business School.	0	0				17	x	x	x	x			x					700	100	3 yrs.			75	
3 Commercial course in Spring Hill College.	7	23	5	12	0	9-15	x	x	x	x			x	x						12			6250-275	
4 Sacramento Business College			1	3	20	18	x	x	x	x			x	x						40			0	
5 Commercial department of St. Mary's College.	21	19	34	16	20	20	x	x	x	x			x	x						6-18			125	
6 Heald's Business College	1	23	0	0	0	20	x	x	x	x			x					50	13	6			60	
7 Garden City Commercial College.							x	x	x														125	
8 Commercial department of Pacific Methodist College.																							60	
9 Moore's Southern Business University.						21	x	x	x											11½			100	
10 Evergreen City Business College	8					17	x	x	x				x	x				2,700	200	12			65	
11 Commercial course of St. Viator's College	20	10	15	60		17	x	x	x				x	x				10,500	500	10			40	
12 Commercial course of St. Ignatius College	6	93	5			15	x	x	x				x	x						40			40	
13 The Bryant & Stratton Chicago Business College and English Training School.							x	x	x														100	
14 Western Business College.	6					17	x	x	x				x	x						10			60	
15 Jacksonville Business College.							x	x	x				x	x						10				
16 Joliet Business College and English Training School.	10	21					x	x	x									4,500	500	10			25	
17 Parish's Business College and Telegraphic Institute.	5					19	x	x	x														50	
18 Gen City Business College	0	0	0	0	0	17	x	x	x				x					100	0	10			45, 60	
19 Becker's Business College			3	2		18	x	x	x				x	x						50			6	
20 Business College																								
21 Springfield Business College							x	x	x					x	x			100		6			65	
22 Evansville Commercial College						19	x	x	x				x	x						6			40	
23 Indianapolis Business College and Telegraph Institute.	63	145	102	4		19	x	x	x					x	x					3-16			40-150	

24	Star City Business College.....	18	5	0	0	0	17	x	x	x	x	x	x	x	x	0	2 yrs.	42	7	.....
25	Hall's Business College.....						17½	x	x	x	x	x	x	x	x			40	6	.....
26	Commercial department of the University of Notre Dame.....							x	x	x	x	x	x	x	x					.....
27	Terre Haute Commercial College and Institute of Penmanship.....	4					19	x	x	x	x	x	x	x	x				6	d40
28	Allen's Business College.....						19	x	x	x	x	x	x	x	x			52	6	e40
29	Clinton Commercial College.....						18½	x	x	x	x	x	x	x	x			6	5	.....
30	Davenport Business College.....						19	x	x	x	x	x	x	x	x			52	6	60
31	Bayliss' Commercial College.....						19	x	x	x	x	x	x	x	x			52	6	70
32	Hurd's National Business College of Upper Iowa University.*	5	2				19	x	x	x	x	x	x	x	x			40		.....
33	Ottumwa Business College.....							x	x	x	x	x	x	x	x				6	d40
34	Cruzen's Commercial College.....	3					20	x	x	x	x	x	x	x	x			52	12	.....
35	Western Business College.....						20	x	x	x	x	x	x	x	x			48	7	25
36	Commercial (or Business) College of Kentucky University.....						20	x	x	x	x	x	x	x	x			12	12	.....
37	War's Bryant & Stratton Business College.....						12-18	x	x	x	x	x	x	x	x			51	7	50
38	J. W. Beckman's Commercial College.....	0	0	0	2		15½	x	a	x	x	x	x	x	x			52	12	e110
39	Soule's Commercial College and Literary Institute.....	0	0	3	9			a	x	x	x	x	x	x	x			12	12	100-150
40	Drigo Business College.....				(f)		20	x	x	x	x	x	x	x	x			36		35
41	Commercial College.....							x	x	x	x	x	x	x	x					.....
42	Eaton & Burnett's Business College.....						18	x	x	x	x	x	x	x	x			40	0	160
43	Bryant & Stratton Commercial School.....	2	6				18	x	x	x	x	x	x	x	x			52	6	120
44	French's Business and Nautical College.....	0	0	0	0		20	x	x	x	x	x	x	x	x			44		120
45	Sawyer's Business College.....	0	0	0	0		20	x	x	x	x	x	x	x	x					.....
46	Carter's Commercial College*.....	0	0	0	0		20	x	x	x	x	x	x	x	x			5	52	40-60
47	Goldsmith's Bryant & Stratton Business University.....	41					18	x	x	x	x	x	x	x	x					.....
48	Mayhew Business College.....						21	x	x	x	x	x	x	x	x			44	4	85
49	Grand Rapids Business College and Practical Training School.....						18	x	a	x	x	x	x	x	x				5	50
50	Commercial and telegraphic department of Hillsdale College.....	0	10	0	0	0	22	x	x	x	x	x	x	x	x			44	3	.....
51	Jackson Business College.....						18	x	x	x	x	x	x	x	x			50	9	40
52	Kalamazoo Business College and Telegraph Institute.....	6						x	x	x	x	x	x	x	x			52	5	52
53	Lansing Business College.....						16	x	x	x	x	x	x	x	x					20-30
54	Minneapolis Business College.....	0	0	0	0	0	18	x	x	x	x	x	x	x	x			52	6	65
55	St. John's Commercial College.....							x	x	x	x	x	x	x	x					30
56	St. Paul Business College and Telegraphic Institute.....	5					20	x	x	x	x	x	x	x	x			50	6	75
57	St. Stanislaus Commercial College*.....	0	8	15	65	0	13	x	x	x	x	x	x	x	x			42	0	75
58	Bryant's Business College.....	12	0	0	0	0	18	x	x	x	x	x	x	x	x			52	5	30
59	St. Joseph Commercial College.....							x	a	x	x	x	x	x	x			40		40
60	Bryant & Stratton Business College*.....	25						x	x	x	x	x	x	x	x			52	7	30
61	Commercial department of the St. Louis University.....	0	50	30	12	0	15	x	x	x	x	x	x	x	x			40	0	60

f There are six students in Latin.

g Navigation is also taught.

h University library.

c For course of six months.

d Scholarship, time unlimited.

e For full course, time unlimited.

* From Report of the Commissioner of Education for 1877.

a Drawing is also taught.

b Board and tuition.

TABLE IV.—*Statistics of commercial and business colleges for 1878, &c.*—Continued.

NOTE.—The branches taught are indicated by x.

Name.	Number of students.					Average age of students.	Branches taught.									Volumes in library.		Number of months in full course of study.	Number of weeks in school year.	Number of months of evening school.	Annual charge to each student for tuition.			
	In phonography.				In telegraphy.		In German.	In French.	In Spanish.	Common English and correspondence.	Penmanship.	Bookkeeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.					Life insurance.	Phonography.	Telegraphy.
	15	16	17	18																				
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	
Jones Commercial College.....	0	0	0	0	0	20 ¹	x	x	x	x	x	x	x	x	x	x	x	260	5	52	12	a\$50, 80 50-70		
Mound City Commercial College.....	.....	.....	5	.....	.....	17	x	x	x	x	x	x	x	x	x	x	x	215	5	52	6	50-70
Great Western Business College.....	.....	.....	.....	.....	.....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bryant & Stratton College.....	.....	.....	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	600	20	52	6	100
Elizabeth Business College.....	2	6	4	.....	.....	16 ¹	x	x	x	x	x	x	x	x	x	x	x	.....	.....	40	6	100
Bryant & Stratton Business College.....	.....	.....	15	1	.....	17	x	x	x	x	x	x	x	x	x	x	x	.....	.....	47	5	75
Gregory Business College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Capital City Commercial College.....	0	2	0	0	0	17	x	x	x	x	x	x	x	x	x	x	x	0	.....	42	6	60	
Folsom's Business College.....	.....	.....	.....	.....	.....	18	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	60
Brown's Business College.....	10	5	0	0	0	18	x	x	x	x	x	x	x	x	x	x	x	200	.....	52	12	60, 100, 50	
Claghorn's Bryant & Stratton Business College.....	.....	.....	0	0	0	18	x	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....	50
French's Business and Telegraph College.....	5	29	.....	.....	.....	21	x	x	x	x	x	x	x	x	x	x	x	.....	.....	10-14	40	120
Wright's Business College.....	5	0	17	4	0	16 ¹	x	x	x	x	x	x	x	x	x	x	x	100	0	12	50	60-100		
Bryant's Buffalo Business College.....	0	0	0	0	0	19	x	x	x	x	x	x	x	x	x	x	x	.....	.....	42	6	80
Commercial department of St. Joseph's College.....	.....	.....	23	5	4	17	x	x	x	x	x	x	x	x	x	x	x	2, 050	20	11	.....	50
Elmira Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	.....	4-12	52	6	(d)
The Elmwood Seminary, commercial department.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	.....	3-4	.....	.....	25
Hudson Business College*.....	.....	1	.....	.....	.....	17	x	x	x	x	x	x	x	x	x	x	x	.....	5-10	40	6	20-50
Gady & Walworth's Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	.....	11	48	8	50, 110
Commercial department of the College of St. Francis Xavier.....	47	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	x	.....	3-4	.....	.....	.....
Packard's Business College.....	52	0	43	50	24	17	x	x	x	x	x	x	x	x	x	x	x	420	.....	44	0	.....	
Paine's Business College.....	23	0	10	0	4	20	x	x	x	x	x	x	x	x	x	x	x	0	12	52	12	80-150	
Paine's Up-town Business College.....	4	0	0	0	0	20	x	x	x	x	x	x	x	x	x	x	x	.....	12	52	12	150	
Eastman National Business College*.....	15	40	.....	.....	.....	19	x	x	x	x	x	x	x	x	x	x	x	.....	3-4	52	5	a50
Rochester Business University.....	0	0	0	0	0	20 ¹	x	x	x	x	x	x	x	x	x	x	x	0	4 ¹	51	6	40-100	
Bryant & Stratton Business College and Telegraphic Institute.....	0	15	0	0	0	19	x	x	x	x	x	x	x	x	x	x	x	100	.....	12	52	75	

88	Troy Business College.....	0	3	0	5	0	17	x	x	x	x	x	x	x	x	x	x	11	48	6	75
89	Bryant & Stratton Utica Business College*.....	8	10	6	.....	.....	17	x	x	x	x	x	x	x	x	x	x	3-6	52	6	75
90	Commercial dept. of Wake Forest College*.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	10	40	.....	60
91	Akron Business College.....	1	0	0	0	0	18	x	x	x	x	x	x	x	x	x	x	3-30	30-48	6	35-60
92	Commercial department of St. Xavier College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	.....
93	Nelson's Business College.....	0	0	0	0	0	18	x	x	x	x	x	x	x	x	x	x	12	50	7	50
94	Queen City Commercial College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	12	52	6	50
95	Spencerian Business College.....	30	6	.....	.....	.....	17	x	x	x	x	x	x	x	x	x	x	4	52	6	50
96	Miami Commercial College*.....	.....	.....	.....	.....	.....	19	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
97	Business department of Mt. Union College.....	4	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
98	Overlin Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
99	Van Sickle's Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
100	Toledo Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
101	Zanesville Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
102	Allentown Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
103	Commercial course of St. Vincent's College.....	1	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
104	Knauss' Institute of Business and Finance.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
105	Wyoming Commercial College*.....	0	5	0	0	0	17	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
106	Keystone Business College.....	20	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
107	Bryant, Stratton & Smith Business College*.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
108	Bryant & Stratton Business College*.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
109	Grittsenden Philadelphia Commercial College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
110	Pattee's Union Business College.....	18	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
111	Select Commercial School.....	1	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
112	Portaville Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
113	Williamsport Commercial College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
114	Providence Bryant & Stratton Business College.....	20	7	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
115	Scholfeld's Commercial College.....	2	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
116	Warner's Polytechnic and Business College*.....	20	10	12	6	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
117	Belin's Chautauoga Commercial College.....	0	0	0	0	0	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
118	Leddin's Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
119	Frank Goodman & Co.'s Bryant & Stratton Business College*.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
120	Livingston's Galveston Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
121	Old Dominion Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
122	Great Southern Business College.....	12	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
123	National Business College.....	.....	.....	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
124	Fond du Lac Commercial College*.....	0	12	0	0	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
125	Green Bay Business College.....	12	10	.....	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
126	Janesville Business College and Institute of Penmanship.....	0	0	12	0	0	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
127	Northwestern Business College and Institute of Penmanship.....	4	16	13	.....	.....	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
128	Spencerian Business College.....	0	0	0	0	0	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50
129	Spencerian Business College.....	0	0	0	0	0	.....	x	x	x	x	x	x	x	x	x	x	.....	.....	.....	50

* From Report of the Commissioner of Education for 1877.
 a Life scholarship.
 b For 4 months, 6 months, and life membership.
 c Latin and Greek are also taught.

d \$40 for 4 months and \$5 for each additional one.

e For course.
 f Latin is also taught.

g There is also a polytechnic course, including civil and mechanical engineering and architectural drawing.
 h For course; includes graduating fee.

TABLE IV.—*Memoranda.*

Name.	Location.	Remarks.
Art and Business College.....	Sacramento, Cal.....	Not found.
Dyrendurth Business College.....	Chicago, Ill.....	Closed.
H. B. Bryant's Chicago Business College.....	Chicago, Ill.....	See The Bryant & Stratton Chicago Business College and English Training School.
Northwestern Business College and Art School (Northwestern College).....	Naperville, Ill.....	Not a distinct school.
Commercial department of Butler University.....	Irvington, Ind.....	No longer a distinct department.
Burlington Business College.....	Burlington, Iowa.....	Name changed to Allen's Business College.
Western Business College.....	Leavenworth, Kans.....	Closed, being superseded by Cruzen's Commercial College.
Buffalo Practical School.....	Buffalo, N. Y.....	See Table VI.
Rutherford's Business College.....	New York, N. Y.....	See Paine's Up-town Business College; identical.
Galveston Commercial College.....	Galveston, Tex.....	See Livingston's Galveston Business College; identical.
Commercial department of Lawrence University.....	Appleton, Wis.....	Not a distinct department.
Commercial department of Milton College.....	Milton, Wis.....	Not a distinct department.

Commercial and business colleges from which no information has been received.

Name.	Location.	Name.	Location.
Commercial department of Southern University.....	Greensboro', Ala.	Parson's Business College.....	East Saginaw, Mich.
Pacific Business College.....	San Francisco, Cal.	Spalding's Commercial College.....	Kansas City, Mo.
Institute Business College.....	San José, Cal.	Parson's Commercial College.....	Louisiana, Mo.
Business course of Bowdon College.....	Bowdon, Ga.	Bufileo Telegraph College.....	Bufileo, N. Y.
Bloomington Business University.....	Bloomington, Ill.	Dolbear's Commercial College.....	New York, N. Y.
Iowa City Commercial College.....	Iowa City, Iowa.	Columbus Business College.....	Columbus, Ohio.
Baylies' Mercantile College.....	Kokuk, Iowa.	Buckeye Business and Telegraph College.....	Sandusky, Pa.
Muscatine Business College.....	Muscatine, Iowa.	Iron City College.....	Pittsburgh, Pa.
Dolbear's Commercial College.....	New Orleans, La.	Greenwich Commercial College.....	East Greenwich, R. I.
Portland Business College.....	Portland, Me.	Dolbear's Commercial College.....	Nashville, Tenn.
Sadler's Bryant & Stratton Business College.....	Baltimore, Md.	Business College.....	Charleston, W. Va.
Comer's Commercial College.....	Boston, Mass.	Oshkosh Business College.....	Oshkosh, Wis.
Battle Creek Business College.....	Battle Creek, Mich.	Morgan Business College.....	Salt Lake City, Utah.

TABLE V.—*Statistics of Kindergärten for 1878; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
1	Kindergarten*	Brooklyn, Cal. (East Oakland).	1877	Delia Augusta Curtis a	0	10	3-8	3½
2	Kindergarten	Los Angeles, Cal .....	.....	Miss Emilie Kahle	10	.....	.....	.....
3	California Model Kindergarten.	Oakland, Cal. (511 Seventeenth street).	1878	Emma Marwedel	2	25	3½-10	4
4	Free Public Kindergarten.	San Francisco, Cal. (Silver street).	1878	Miss Katharine D. Smith.	45	3-6	4½	
5	Mrs. Colgate Baker's Kindergarten.	San Francisco, Cal. (848 and 850 Van Ness avenue).	1878	Mrs. Colgate Baker	6	.....	.....
6	Zeitska's Institute Kindergarten.	San Francisco, Cal.....	.....	.....	.....	.....	.....
7	Miss Bebee's Kindergarten.*	Denver, Colo	1877	Mrs. F. A. Collar	1	22	3-9	3-5
8	Kindergarten.....	Bridgeport, Conn. (287 Myrtle avenue).	1872	Miss Hannah W. Terry	3	45	3-7	3
9	Misses Alcott & Sherwood's Kindergarten.	Stamford, Conn. (Prospect street).	1879	Misses Alcott and Sherwood.	10	3-7	3	
10	Kindergarten.....	Macon, Ga.....	1878	Anna E. Mills.....	0	17	3-7	3
11	Private Kindergarten of the Belleville Ladies' Association.	Belleville, Ill. (Jackson street).	1875	Miss Clara Miller	3	60	3-7	4
12	Fröbel School and Kindergarten.*	Chicago, Ill. (482 West Washington street).	1872	Miss Sara Eddy.....	1	30	3-7	3
13	Miss Nellie C. Alexander's Kindergarten.	Chicago, Ill. (108 Langley avenue).	1877	Nellie C. Alexander ...	0	18	3-8	4
14	Oakwood Kindergarten.	Chicago, Ill. (34 Oakwood boulevard).	1877	Josephine Jarvis.....	1	20	3-7	3
15	Park Institute Kindergarten.	Chicago, Ill. (103 and 105 Ashland avenue).	1873	Mrs. A. E. Bates.....	4	56	3-8	3-5

*From Report of the Commissioner of Education for 1877.

inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	....	Weaving, sewing, perforating, modelling, &c.		
5	40	All usual occupations; also, gymnastics, gardening, and excursions for instruction.	All of Fröbel's gifts and occupations, the writing books of J. Enthoffer, and the drawing materials of M. F. Benton.	Happiness, comfort, and justice create a healthy atmosphere of kindness and love, strengthening mind and body in a natural and harmonious development of good habits and an independent and responsible character, without injuring the individual powers.
5	44	All Fröbel's occupations; sewing, weaving, drawing, perforating, stick and slat laying, modelling, peas work, paper folding, &c.	All Fröbel's gifts of solids and planes.	The improvement in every direction is marvellous.
5	40	Drawing, perforating, embroidery, weaving, folding, peas work, and modelling.	Fröbel's gifts, ruled tables, chairs, piano, pictures, plants, &c.	Develops the physical, moral, and intellectual faculties in perfect health and beauty, and forms the groundwork of a thorough education.
5	40	Fröbel's occupations	Fröbel's gifts	A marked improvement in the digestive and nervous development, and consequent quickening of the mental faculties.
5	40	Fröbel's 1st and 3d gifts, stick laying, drawing, mat weaving, paper folding, cutting and mounting, perforating, sewing, marching, calisthenics, and games.	Fröbel's gifts	Satisfactory.
5	40	Construction with building blocks, drawing, pricking, paper folding, weaving, ring laying, modelling with clay, and peas work.	1st, 2d, 3d, 8th, 9th, 10th, 11th, 12th, 14th, 18th, 19th, and 20th gifts; also various plants.	Harmonious development.
5	44	Fröbel's occupations .....	.....	A marked development of the mental and physical powers.
5	40	Fröbel's occupations	Fröbel's gifts, ruled tables, chairs, piano, plants, &c.	Very good; the pupils go to the public schools well prepared, and surpass others in every respect.
5	40	Fröbel's occupations; movement plays, games, and songs.	All of Fröbel's gifts, globe, plants, pictures, piano, and such ornaments as will improve the taste of the young observers and render the room cheerful.	Energy of will and a corresponding energy of body; a power of concentration and a great aptitude for classification.
5	40	Building with cubes, oblongs, triangles, prisms, and squares, stick and ring laying, interlacing and weaving, drawing, painting, movement plays, &c.	Squared tables, cubes, cylinders, tablets, blocks, slates, drawing books, paints, clay, glass, &c.	Most happy and satisfactory; children grow strong visibly and show wonderful skill and dexterity, often marvellous acuteness and much original thought after a few months of training.
5	40	All usual occupations	Liberal supplied with all necessary material.	Develops gradually and symmetrically the whole nature; educates eye and hand, excites and trains powers of perception and conception, and fosters love, reverence, and other moral attributes.
				Excellent.

a Succeeded in 1878 by Miss L. Reed.

TABLE V.—*Statistics of Kindergärten for 1878; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
16	Kindergarten of the Forrestville Public School.	Hyde Park, Ill.	1878	Mrs. M. E. Mann	3	50	3-8	....
17	La Grange Kindergarten.	La Grange, Ill. (near Chicago).	1877	Mrs. M. E. Mann, superintendent.	3	40	3-8	2
18	Indianapolis Kindergarten.	Indianapolis, Ind. (25 E. St. Joseph street).	1875	Alice Chapin	2	35	3-10	3-5
19	Cedar Rapids Kindergarten.	Cedar Rapids, Iowa (60 Iowa avenue).	1877	Mrs. C. F. Madeira and Miss Bessie Madeira.	3	37	3½-8	3
20	Lawrence Kindergarten.	Lawrence, Kans. ....	.....	.....	.....	.....	.....	.....
21	Kindergarten of German and English Academy.*	Louisville, Ky. (corner Second and Gray streets).	1871	Frances Wise	0	28	4-7	5
22	Kindergarten of Louisville Female Seminary.	Louisville, Ky. (6 W. Chestnut street).	1876	Miss Sara Fuller .....	.....	20	3-7	3
23	Miss Mary Barton's Kindergarten.	Louisville, Ky. (205 Sixth street).	1874	Miss Mary Barton .....	.....	.....	.....	.....
24	Mrs. Graham's Kindergarten.	Louisville, Ky. (66 Breekinridge street).	1876	Mrs. M. W. Graham ...	3	30	4-8	3
25	Kindergarten of Loquet-Leroy Institute.	New Orleans, La. (280 Camp street).	1877	Mrs. N. Cooper .....	.....	.....	4-7	.....
26	Kindergarten School..	Biddeford, Me. ....	.....	Miss Thompson .....	.....	.....	.....	.....
27	Kindergarten	Ellsworth, Me. ....	.....	.....	.....	.....	.....	.....
28	Bates Street Kindergarten.	Lewiston, Me. (94 Park street).	1873	Anna G. Morse	0	25	4-6	5
29	Kindergarten	Lewiston, Me. ....	.....	Miss Sarah E. Sprague.	.....	.....	.....	.....
30	Miss Williams' Kindergarten.	Baltimore, Md. (206 N. Howard street).	1873	E. Otis Williams	1	20	3½-9	3
31	Mrs. Voigt-Hiehle's German-American Kindergarten.*	Baltimore, Md. (263 Lexington avenue).	1875	Mrs. Louisa Voigt	0	12	4-7	4
32	Patterson Park Kindergarten.	Baltimore, Md. (322 E. Baltimore street).	1877	Misses K. S. French and J. F. F. Randolph, principals.	5	24	3-8	4
33	Channey Hall School Kindergarten.	Boston, Mass. (259 Boylston street).	1853	Misses Alice E. Balch and Laura E. Tilton.	.....	30	3½-7	3, 3½
34	Cushman School Charity Kindergarten.	Boston, Mass. (Parmenter street).	1878	Ida A. Noyes	1	40	3-5	3

*From Report of the Commissioner of Education for 1877.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
.....	Fröbel's occupations .....	.....	Favorable.
.... 40	Fröbel's occupations	Squared tables, small chairs, piano, and slates.	Very beneficial.
5 40	Working with beads, cards, planes, clay, &c., games, music, paper cutting and folding, and books for the advanced pupils.	Usual Kindergarten gifts; a house built expressly for the Kindergarten, a large yard, mineral cabinet, and piano.	It gives added strength and health, makes the movements agile and graceful, and cultivates mentally and morally.
5 39	Gifts and occupations of the Fröbel system.	All necessary appliances for teaching the Fröbel system.	Perfectly satisfactory to both parents and teachers.
.....	Fröbel's occupations	Fröbel's gifts	Excellent.
5 40	Paper folding, cutting, and mounting, matting, pricking, sewing, drawing, gymnastics, singing, and memorizing.	Fröbel's Kindergarten gifts.	It promotes healthy activity of body, awakens imagination, stimulates imitative and inventive faculties, and aids in the development of reason.
.....	Fröbel's occupations	Fröbel's gifts	Superior to any other method of instruction for children.
5 40	Fröbel's gifts and occupations.	The usual Kindergarten material and blackboards.	Unsurpassed by any other method.
.....	Fröbel's occupations	Fröbel's gifts	It appeals to the whole nature of the child, reaching at once his intellect, his emotions, and his physical activities, and contributes to produce a balanced development not attainable by any other system.
.....
5 39	All of Fröbel's occupations except modelling.	Tables, chairs, and all materials for the occupations.	An excellent means for thorough physical and mental development.
.....	Fröbel's Kindergarten occupations, and reading and writing for the more advanced pupils.	Fröbel's gifts	Physical, mental, and moral development according to nature's laws.
5 52	Kindergarten occupations; drawing, object lessons, &c.	Slats, blocks, pictures, books, paper, card board, &c.	Attaches children to school; engenders a love for books, for regularity and order, freedom and justice.
5 40	All of Fröbel's gifts and occupations, with movement songs, games, gymnastics, gardening, &c.	Squared tables, low chairs, all of Fröbel's gifts, plants, pictures, ornaments, piano, &c.	Physical development is very marked, and the preparatory mental training for the advanced departments of study is superior to that of any other system.
5 36	Weaving, sewing, cutting, folding, drawing, building, clay modelling, singing, gymnastics, painting, object lessons in geography, &c.	Blocks, paper, balls, clay, slates, pencils, sewing materials, cards, worsteds, splints, pictures, &c.	Harmonious development of moral and intellectual faculties.
5 40	Second and third gifts, drawing, weaving, sewing, paper cutting, and ball playing and staff laying, to give ideas of color, number, and form.	All usual Kindergarten material, with a piano, flowers, and pictures.	The children attending this Kindergarten, coming from homes the poorest and most wretched, are made more truly children by the training received, and are taught the proper use of their heretofore utterly neglected senses.

TABLE V.—*Statistics of Kindergärten for 1878; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
35	Kindergarten.....	Boston, Mass. (28 Mt. Vernon street).	1871	Miss Nina Moore	10	3-6	3	
36	Kindergarten	Boston, Mass. (61 Worcester street).	1878	Mary W. Mitchell	1	15	3-8	3½
37	Miss Devereux' Kindergarten.	Boston, Mass. (34 Newbury street).	1878	Mrs. S. S. Ropes	4	3-7	3	
38	Public Kindergarten*.	Boston, Mass. (Somerset, corner Allston street).	1870	Lucy H. Symonds.....	1	36	3-6	3
39	Roxbury Kindergarten	Boston, Mass. (Highlands, 19 Rockville Place).	1877	C. R. Sandford	0	10	3-7	3
40	South End Kindergarten.*	Boston, Mass. (154 W. Concord street).	1873	Mrs. A. E. Gardner...	3	18	3-7	4
41	Dunster street Kindergarten.	Cambridge, Mass. (12 Dunster street).	1878	Lucy O. Fessenden....	0	25	3-6	3
42	Foster street Kindergarten.	Cambridge, Mass. (17 Lowell street).	1877	Mary Florence Taft...	0	22	2½-6	3
43	Free Kindergarten ...	Cambridge, Mass. (Concord avenue).	1877	Helen Willson	1	40	3-7	3
44	Kindergarten*.....	Cambridge Mass. (62 Brattle street).	.....	Misses Macy and Bancroft.	.....	.....	.....	.....
45	Kindergarten*.....	Cambridge, Mass. (Winthrop street).	.....	Miss Baxter.....	.....	.....	.....	.....
46	Straw Charity Kindergarten.	Cambridge, Mass. (39 Holyoke street).	1877	Miss E. P. Heeger	0	23	4-7	3
47	Florence Kindergarten.	Florence, Mass. (Pine street).	1876	Mrs. A. R. Aldrich ...	3	48	3-7	3
48	Private Kindergarten.	Gloucester, Mass. ....	.....	Amos Eaton; Miss M. P. Eddy, teacher.	0	15	4-8	3
49	Eaton Family School and Kindergarten.	Middleborough, Mass.	1878					
50	Fröbel Kindergarten .	North Cambridge, Mass. (192 North avenue).	.....	Mrs. S. L. Cook.....	1	10	3-5	3
51	Kindergarten of the German-American Seminary.	Detroit, Mich. (251 E. Lafayette street).	1867	Auguste Hinze.....	0	26	3½-7	3½

* From Report of the Commissioner of Education for 1877.

Inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	32	Building, staff laying, sewing, drawing, clay modelling, peas work, paper folding, &c.	Fröbel's gifts, tables marked with vertical and horizontal lines, blackboards, balls, &c.	Gives to the child command of his physical and mental powers.
5	38	Sewing, pricking, weaving, folding, modelling, peas work, &c.		
5	36	All of Fröbel's occupations....	All materials for Fröbel's course.	A strengthening of the physical nature, a logical and symmetrical development of the mental, and an ennobling of the moral.
5	40	Building, stick laying, drawing, card sewing, weaving, modelling, object lessons, &c.	Fröbel's gifts	Harmonious development, physical, mental, and moral.
5	36	Weaving, modelling, drawing, &c.		
5	36	All of Fröbel's occupations....	All Kindergarten apparatus and appliances.	Harmonious development, physical, mental, and moral.
5	41	Stick laying, drawing, building, sewing, weaving, painting, pricking, clay modelling.	The materials necessary for the occupations and such of Fröbel's gifts as suit a child's capacity.	Arouses and strengthens the talents and faculties, engenders love of work, of regularity and order, and is a true cultivation of the finer sensibilities.
5	43	Fröbel's first, second, third, fourth, fifth, sixth, and seventh gifts, sewing, weaving, drawing, painting, paper cutting and folding, modelling in clay, care of plants, &c.	Low squared tables, and all materials necessary for the gifts and occupations.	It is a natural development, checking propensity to evil, promoting healthy activity, and arousing the imagination to the influence of the good, the true, and the beautiful.
5	40	Building, sewing, weaving, drawing, painting, paper cutting, folding, &c.	.....	Development of all members of the body, stimulus to independent thought, and cultivation of the moral nature.
.....				
5	40	Sewing, weaving, building, modelling, drawing, stick and ring laying, pricking, paper folding, peas work, songs and games.	.....	A complete and uniform culture of mind and body; an education in the true sense of the word.
5	40	Fröbel's occupations, with gardening, and for the advanced class object lessons and books.	Fröbel's gifts, specimens in natural history, and pianos.	Children are notably healthy under Kindergarten influence; their powers of observation, perception, and understanding are quickened and strengthened.
.....				
5	43	Modelling in clay, weaving, card sewing, staff laying, drawing, paper folding and cutting, interlacing with slats, and all occupations of best German Kindergärten.	First, second, third, fourth, and fifth gifts, desks, tables, camp chairs, folding slates, crayons, clay, peas, beads, &c.	Greatly superior to any other method of training the child's mental powers, and an excellent preparation for advanced instruction.
5	40	Building with blocks, laying of sticks, tablets, drawing, painting, sewing, weaving, paper folding and cutting, learning of poetry, care of plants, clay work, &c.	Fröbel's Kindergarten toys, squared tables, blackboards, low seats, plants, birds, pictures, &c.	Satisfactory.
5	48	Twenty gifts of Fröbel and five of others, active bodily exercises, singing, speaking, and object lessons.	An open sunny playground, two large well ventilated and well lighted rooms, piano, pictures, plants, and all material necessary for the gifts.	The children are healthy and active, and the training is superior to any other as a preparation for the more advanced grades of study.

TABLE V.—*Statistics of Kindergärten for 1878; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
52	The Misses Bacon's Kindergarten.*	Grand Rapids, Mich. (54 Jefferson avenue).	1876	E. E. Bacon.....	1	28	3-8	3
53	Kindergarten*.....	Minneapolis, Minn. (corner Third ave. south and Sixth st.).	.....	Mrs. Hunter .....	.....	.....	.....	.....
54	St. Paul Kindergarten*	St. Paul, Minn. (36 Iglehart street).	1870	Mrs. M. W. Brown....	6	50	4-7	4
55	Bates A. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Mollie A. Clark	2	69	4-6	3
56	Carroll A. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Buell sts.).	1875	Sallie A. Shawk.....	5	90	6-8	3
57	Carroll P. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Buell sts.).	1875	Sallie A. Shawk.....	5	100	6-8	2½
58	Clay A. M. Kindergarten.	St. Louis, Mo. (corner Tenth and Farrar streets).	.....	Irene F. Wilson	3	75	6-7	3
59	Clay P. M. Kindergarten.	St. Louis, Mo. (corner Tenth and Farrar streets).	1877	Maggie Gorman.....	4	120	5-8	2½
60	Divoll A. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1874	Mary H. Waterman...	3	114	6-8	3
61	Divoll P. M. Kindergarten.	St. Louis, Mo. (3305 Morgan street).	1875	Kate Sayers	3	90	4-7½	2½
62	Franklin P. M. Kindergarten.*	St. Louis, Mo. (corner Eighteenth and Lucas avenue).	1875	Maggie H. Holland....	3	40	3-7	3
63	Hamilton A. M. Kindergarten.	St. Louis, Mo. (2927 Lucas avenue).	1876	Susie M. Simmons.....	3	66	5-7	3
64	Hamilton P. M. Kindergarten.	St. Louis, Mo. (3329 Washington ave.).	1876	Ida R. Bates	3	60	5-7	2½
65	Peabody A. M. Kindergarten.*	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876	Laura Fisher	5	60	5-7	3
66	Peabody P. M. Kindergarten.*	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876	Lizzie J. Hart	4	60	4-8	2
67	Webster A. M. Kindergarten.*	St. Louis, Mo. (corner Eleventh and Jefferson streets).	1875	Nora H. Dorn	3	75 to 90	4-7	3
68	Blow A. M. Kindergarten.	South St. Louis, Mo. (corner Fifth and Pine streets).	1877	Mrs. Cornelia L. Maury	3	50	4-7	3

*From Report of Commissioner of Education for 1877.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Fröbel's occupations.....	All furnished by Steiger	Admirable.
5	40	All of the Fröbel occupations, with object lessons from nature, and first lessons in geography taught with sand and water.	Fröbel's gifts, ruled tables, globes, chairs, blackboards, a piano, birds, plants, &c.	The physique is developed, the perceptive faculties are quickened, and mind and body both benefited.
5	40	First, second, third, fourth, fifth, sixth, seventh gifts, sewing, perforating, making mats, folding, cutting, drawing, stick and ring laying, peas work, modelling, &c.	.....	Good.
5	40	Those recommended and used by Fröbel.	Those given by Fröbel	Most excellent.
5	40	Those recommended and used by Fröbel.	Those given by Fröbel	Most excellent.
5	40	Perforating, sewing, drawing, weaving mats, paper folding, peas work, modelling, object lessons, exercises in numbers according to the Grube method.	The first seven Fröbel gifts, pictures, &c.	Good.
5	40	Exercises with Fröbel's gifts in building and number, weaving, drawing, sewing, perforating, modelling, peas work, exercises in numbers according to the Grube method, object lessons, singing, and games.	All of Fröbel's gifts, squared tables and blackboards, chairs, &c.	It strengthens the muscles and makes the child observant and thoughtful.
5	40	Those embraced in Fröbel's system.	All necessary for Fröbel's occupations.	A harmonious development of the physical, mental, and moral faculties.
5	40	Those embraced in Fröbel's system.	All necessary for Fröbel's occupations.	A harmonious development of the physical, mental, and moral faculties.
5	40	Modelling, peas work, perforating, weaving, sewing, paper cutting and folding, drawing, and gift lessons.	Those necessary for the occupations.	
7	40	Sewing, drawing, folding, weaving.		
5	40	Pricking, sewing, drawing, weaving, folding, and cutting.		
5	40	Those recommended by Fröbel, weaving, sewing, folding, &c.	Those used by Fröbel.	Excellent in every way, strengthening and highly developing.
5	40	Pricking, sewing, folding, weaving, cutting, stick laying, gift exercises, modelling, and peas work.	Those used by Fröbel.....	It strengthens the body, exercises the senses, and develops all the faculties in a natural manner.
5	40	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, card-board, needles, sticks, peas, clay, &c.	The muscles are harmoniously developed and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Pricking, sewing, weaving, folding, cutting, peas work, clay modelling, singing, games, &c.	Small tables and chairs, plates and cups, fine specimens of peas work and modelling, a collection of curiosities, &c.	Tends to produce an erect carriage, graceful movements, and muscular strength, develops habits of observation and attention, and quickens the perceptive faculties.

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	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
1	2	3	4	5	6	7	8	
69	Blow P. M. Kindergarten.	South St. Louis, Mo. (corner Fifth and Pine streets).	1878	Sarah J. Sharpe	2	45	5-8	2½
70	Kindergarten Department of Public School.	Carlstadt, N. J. ....	.....	Miss Augusta Lawrenz	70	5-7	4-5	
71	Englewood Kindergarten.	Englewood House, N. J.	1878	Achsa B. Nichols	9	3-7	3	
72	Kindergarten of Hackensack Academy.*	Hackensack, N. J.	1874	Miss K. E. Poor	0	6-25	4-8	3½
73	Kindergarten of Martha Institute.	Hoboken, N. J. (corner Sixth street and Park avenue).	1873	Miss Magdalena Horeis	35	5-7	5	
74	Kindergarten of the German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1872	Frederick H. W. Schlesier.	2	20	3-7	5
75	Kindergarten of the Hoboken Academy.	Hoboken, N. J. (Fifth st., corner of Willow).	1861	Louise Luther	1	40	4-7	3, 4½
76	Miss M. S. Schmidt's Kindergarten.	Hoboken, N. J. (352 Bloomfield street).	1875	Mathilde Schmidt	1	....	4-6½	4-5
77	Montclair Kindergarten.	Montclair, N. J. (Fullerton avenue).	1872	Annie E. Hawes	1	25	4-10	3, 4
78	Miss Campbell's Kindergarten.	Morristown, N. J. (South street).	1874	Miss Emma F. R. Campbell.	2	22	4-7	3
79	Beacon Street School Kindergarten.	Newark, N. J. (Beacon street).	1873	Anna Lawrenz	2	70	4-6	5
80	German-American Kindergarten.	Newark, N. J. (19 Green street).	1871	H. von der Heide, director.	4	65	3½-7	4½-5
81	Kindergarten of the First German Presbyterian School.	Newark, N. J. (College Place).	1878	Miss Elma Korb	2	30	4-6	5
82	Kindergarten of the Twelfth Ward German-English School.*	Newark, N. J. (Niagara street).	1874	Mary C. Beyer	1	56	3-7	5

* From Report of Commissioner of Education for 1877.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Sewing, pricking, weaving, cutting, drawing, folding, intertwining, peas work, and modelling.	Circle and lines painted on the floor, squared tables, chairs, slates, pencils, gifts, modelling boards, clay, perforating needles, and cushions.	Harmonious development; the child becomes graceful, polite, self-dependent, skilful, thoughtful, constructive, and eager for knowledge.
5	44	Fröbel's occupations, calisthenics, singing, preparatory exercises for writing, drawing, and reading.	Fröbel's gifts, squared slates, &c.	An excellent development of the physical, mental, and moral faculties, and a thorough preparation for elementary classes.
5	30	Paper folding, cutting, and pasting, weaving and interlacing, pricking, sewing, drawing, modelling, and peas work.	Low chairs, ruled tables, blackboards and slates, balls, blocks, tablets, slats, sticks, stories, songs, and games.	It is a development of mind, heart, and body, making the child intelligent, kind, and self-dependent.
5	40	Calisthenics, marching, drawing, weaving, modelling, writing, reading, spelling, arithmetic, object lessons, &c.	Dumb bells, worsteds, mats, slates, sticks, cubes, triangles, cases for specimens, &c.	The awakening and expanding of the perceptive and reflective powers and the strengthening and developing of the physical.
5	44	Usual Kindergarten occupations, object teaching, reading German and English by phonetic method, rudiments of drawing, singing, and plays.	Kindergarten gifts, charts, pictures, clay and sand for modelling.	Makes the child attentive, thoughtful, and kind, and excellently prepares him for primary classes.
5	44	Fröbel's occupations	The material of Fröbel's and Köhler's systems.	Very satisfactory.
6	44	Fröbel's occupations	Fröbel's gifts	Most excellent.
5	44	Fröbel's occupations	Fröbel's gifts	Excellent.
5	40	Usual Fröbel occupations and gifts, weaving, sewing, drawing, &c.: reading, writing, arithmetic, &c., for the elementary class.	Usual Kindergarten furniture and apparatus.	The children are interested and pleased with their work and study, and the system is conducive to their physical development.
5	40	Block building, stick laying, wire and peas work, weaving, perforating, embroidering, embossing, paper cutting and folding, modelling, drawing, printing, &c.	Fröbel's gifts and materials, natural history charts, globe, blackboards, &c.	Excellent for physical and mental development and thorough preparation for primary classes.
5	48	The different gifts of Fröbel's systems, turning and marching, &c.		
5	45	Object lessons, singing, writing letters, drawing, playing, marching, calisthenics, perforating, sewing intertwining, weaving, straw chaining, paper folding and cutting, peas work, clay modelling, stick and ring laying, &c.	Balls, sphere, cylinder and cube, building blocks, triangles, interlacing slats, sticks, wire rings, pictures for object teaching, &c.	No better place can be found for the education of little children than the Kindergarten conducted after Fröbel's system.
5	47	Ball playing, use of cylinder and cube, building, triangle, ring, and stick laying, drawing, weaving, folding, embroidering, straw paper work, writing, &c.	.....	A superior preparation for more advanced school work.
5	50	Object lessons, movement plays, building, tablet, staff and ring laying, drawing, perforating, embroidering, weaving, interlacing, paper folding, peas work, modelling, &c.	Pictures, plants, minerals, tablets, staffs, rings, and any other material necessary for the occupations.	The mind is awakened and trained, the inventive powers are called into action, and the child learns to express his thoughts with ease.

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	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
83	St. Peter's Kindergarten.	Newark, N. J. (19 Livingston street).	1871	Sister Mary Magdalena.	2	85	3-7	5
84	Fröbel's Kindergarten.	Albany, N. Y. (Elk st.).	1876	Mary C. Peabody	16	3-7	3	
85	Brooklyn Fröbel Kindergarten.	Brooklyn, N. Y. (22 First Place).	1877	Mary and Elizabeth P. Sharpe.	1	22	3-8	3
86	Columbian Kindergarten.*	Brooklyn, N. Y. (209 Clinton avenue).	1872	Mrs. A. W. Longfellow	2	30	3-7	3-4
87	Fröbel Kindergarten On the Hill.	Brooklyn, N. Y. (115 South Oxford street).	1878	Anna I. Reeves.	2	15	3-7	3½
88	Kindergarten.....	Brooklyn, N. Y. (360 State street).	1874	Miss E. Christiansen..	2	20	3-7	3
89	Kindergarten.....	Brooklyn, N. Y. (27 Strong Place).	.....	Miss Lulu C. Prindle..	.....	.....	.....	.....
90	Lafayette Avenue Kindergarten.	Brooklyn, N. Y. (246 Lafayette avenue).	1878	Lena Schroeder.	1	25	3-8	3½
91	Miss Cora E. Mat- tice's Kindergarten.	Buffalo, N. Y. (224 Jersey street).	.....	.....	.....	.....	.....	.....
92	Kindergarten of the Poppenhusen Insti- tute.	College Point, N. Y. ..	1869	E. von Briesen.....	1	120	3-5	5
93	Harlem Kindergarten.	Harlem (New York), N. Y. (241 E. 119th street)	1877	Mathilde Becker.....	1	37	4-9	5
94	American Kindergar- ten.*	New York, N. Y. (33 West 45th street).	1860	Miss E. M. Coe.....	5	40 to 50	3-10	4
95	Free Kindergarten of the Anthon Memo- rial Church.	New York, N. Y. (West 48th street, between 6th and 7th avenues).	1878	Mary L. Van Wagenen.	6	65	2-8	4
96	Kindergarten of Mrs. Froehlich's School.*	New York, N. Y. (28 East 50th street).	1874	Miss Ida Stieglitz.....	1	32	4-7	4
97	Kindergarten of Moel- ler Institute.*	New York, N. Y. (336 West 29th street).	1872	Miss Caroline Hoff- mann.	....	27	4-7	5

*From Report of Commissioner of Education for 1877.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Fröbel's occupations	Fröbel's gifts.	Beneficial to mind and body.
5	36	Sewing, drawing, pricking, ring and stick laying, building, clay work, weaving, interlacing of slats, &c.	.....	Inculcates generosity and obedience, makes the child healthy and pleasant in disposition, and prepares him for a higher grade of study.
5	34	All of Fröbel's gifts and occupations, singing, gymnastics, movement plays, and oral lessons in French and German.	Those usually connected with a genuine Kindergarten.	Satisfactory; engenders habits of order, gentleness, and thoughtfulness.
5	38	Fröbel's occupations	Fröbel's gifts and materials, cabinet, and museum of natural history.	Healthy and natural development in all respects.
5	33	Plays, with Fröbel's first and second gifts, stories and recitations, building, gymnastics, weaving, drawing, pricking, and sewing, paper folding and cutting, interlacing, peas work, modelling, &c.	Fröbel's gifts and materials for occupations, Kindergarten tables, chairs, and blackboards, pianos, show-case, drawing books, clay, mats, &c.	Causes a natural growth of the muscles, develops the mental faculties, and cultivates the senses.
5	40	Singing, weaving, drawing, stick laying, sewing on perforated cardboard, object lessons, learning the alphabet in German and English, &c.	.....	Develops the intellect, prepares the child for school, amuses and interests him at home, engenders in him a love of work, and makes him obedient, forbearing, &c.
5	36	Mat weaving, paper folding, sewing, pricking, slat weaving, modelling, peas work, block building, tablet and stick laying, &c.	Balls, blocks, tablets, rings, slats, &c.	A natural and easy development, both mentally and physically.
5	46	Fröbel's occupations .....	.....	Arouses the interest, develops accuracy in perception, thought, and expression, engenders a love of knowledge, accustoms the child to do his little duties neatly and thoroughly, undoubtedly fitting him to work well in advanced grades.
5	48	All occupations and gifts belonging to the Fröbel system.	All usually found in a true Kindergarten.	Favorable.
5	40	Block building, weaving, stick and ring laying, peas work, designing and drawing, making books without words, modelling, learning the alphabets of color and form, perforating, &c.	All the material necessary for the occupations.	Satisfactory in every respect.
5	40	All Fröbel gifts and occupations.	Tables, chairs, blackboards, slates, pencils, gifts, and all materials for the occupations.	Beneficial, shown in the promptness of the children, their rapid thought and ready replies, and in their improved personal appearance.
5	39	Lessons and occupations of the Fröbel system.	Fröbel's gifts, gymnastic apparatus, piano, plants, &c.	It strengthens the body, exercises the senses, employs the mind, &c.
5	44	The usual occupations	The usual materials	Excellent.

TABLE V.—*Statistics of Kindergärten for 1878; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		
						Number of	Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
98	Kindergarten of the German-American School of the Nineteenth Ward.	New York, N. Y. (244 East 52d street).	1869	Peter Stahl, principal.	2	64	4-6	5
99	Mrs. Smuller's Kindergarten.*	New York, N. Y. (5th avenue, s. e. corner 126th street).	1873	Miss A. M. Smuller ...	3	15	3-7	4
100	Normal Training School for Kindergarten, and Model Kindergarten and School Garden.	New York, N. Y. (7 East 22d street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Boelte.	5	65	3-10	3½-4
101	St. Barnabas Day Nursery Kindergarten.	New York, N. Y. (304 Mulberry street).	1878	Helen E. Hart	1	20	5-8	3
102	The Twenty-second Ward Free Kindergarten.	New York, N. Y. (44th street, between 8th and 9th avenues).	1878	Fanny Schwedler; Felix Adler, supt.	8	100	3-6	5
103	Kindergarten der Rochester Real-schule.	Rochester, N. Y. (7 and 9 Mortimer st.).	1873	Herman Pfæfflin	1	25	4-7	4½
104	The Rochester Kindergarten.	Rochester, N. Y. (27 North St. Paul st.).	1877	Miss Meta C. Brown..	0	23	4-7	3½
105	Kindergarten of the Ossining Institute.	Sing Sing, N. Y. (Croton avenue).	1878	Miss Sarah F. Hartwell.	0	7	3-7	3
106	Cottage School and Kindergarten.	Syracuse, N. Y. (77 James street).	1877	Mrs. M. C. Still	1	21	3-7	3
107	Fröbel Kindergarten..	Syracuse, N. Y. (152 E. Jefferson street).	1877	Mrs. M. A. Hollister..	0	10	3-6	3
108	Kindergarten of the Home for Destitute Children of Seamen.	West New Brighton, N. Y. (Staten Island).	1874	Miss Ena Thompson		30	3-7	3
109	Nursery and Child's Hospital Kindergarten.	West New Brighton, N. Y. (Staten Island).	1876	Miss Agnes F. Smith..		16	4-8	4
110	Kindergarten (English and Technical School).	Cincinnati, Ohio (250 Race street).	1878	.....			3-7	....
111	Kindergarten of the Cincinnati Orphan Asylum.	Cincinnati, Ohio (Summit avenue, Mount Auburn).	1879	Miss Mary N. Ballinger.	2	34	3-7	3½
112	Seventh Street Kindergarten.	Cincinnati, Ohio (87 W. Seventh street).	1876	Helene Goodman.....	1	18	3-8	3½

* From report of Commissioner of Education for 1877.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	44	All of Fröbel's occupations...	All of Fröbel's gifts	Most excellently adapted for an introduction into the school room proper.
5	40	Fröbel's occupations, with the more advanced occupations, and reading, spelling, and writing for the older children.	Fröbel's gifts, appliances for calisthenics, piano, organ, &c.	A healthy and harmonious development of both body and mind.
5	38	All the various occupations of Fröbel, movement games, and songs.	All of Fröbel's gifts, seeds, plants, animals, and apparatus for teaching the metric system in the elementary and advanced classes.	Harmonious development. It teaches combination of knowing with doing.
6	52	Block building tablet and stick laying, mat plaiting, sewing, pasting, &c.	Two tables, chairs, and the various gifts.	Very encouraging.
5	42	Usual Fröbel occupations.....	.....	The pupils, children of the very poor, have been greatly benefited, physically, mentally, and morally.
5	50	Singing, object lessons, sewing, drawing, building, folding, weaving, gymnastics, &c.	Pictures, slates, blocks, &c.	Physical and mental development.
5	40	Fröbel's occupations.....	All the usual apparatus and appliances of the German Kindergarten.	Good; all that is claimed by the most enthusiastic advocates of the system.
5	40	1st, 2d, 3d, and 4th gifts, weaving, paper cutting and folding, pasting, sewing, clay modelling, peas work, stick laying, interlacing slats, ring laying, &c.	Tables, chairs, and all material necessary for carrying on the Kindergarten.	It is beneficial to the physical, mental, and moral nature of a child, and is highly prized as the nursery of the institute.
5	40	1st, 2d, 3d, 4th, and 5th gifts, tablets, weaving, drawing, pricking and sewing, stick laying, paper folding and cutting, modelling, and peas work.	Squared tables, blackboards, slates and drawing paper, arm chairs, boxes of sand, &c.	Strengthens the body, imparts grace of motion, quickens powers of observation and comparison, and carefully nurtures the moral nature.
5	40	1st, 2d, 3d, 4th, and 5th gifts, drawing, weaving, pasting, perforating, sewing, paper cutting and folding, tablet, stick, and ring laying, modelling, peas work, &c.	Blackboard and all necessary material.	It is a cultivation of the physical, mental, and social nature.
5	48	Fröbel's occupations	Materials and gifts necessary for the system.	Most satisfactory.
5	47	The study of color and form by the American method, object lessons, spelling, reading, writing, numbers, recitations, singing, modelling in clay, calisthenics, &c.	All American Kindergarten material, color and form charts, boxes of surface and solid forms, rings, sticks, books, slates, &c.	Promotes healthy activity of mind and body, developing the reasoning power and awakening the imagination to the influence of the good and beautiful, preventing undue strain on the powers and insuring superior application to after studies.
				A necessary preparation for all school work, and particularly essential as the introduction to the higher work of the English and technical school.
6	44	Pricking, sewing, drawing, interlacing, weaving, folding, cutting, peas work, clay modelling.	Twelve tables, organ, circle, drum, triangles, and many gifts.	Imparts life and activity to the physical system, makes the child observant, bright, and happy, kind and considerate.
5	36	All of Fröbel's gifts and occupations.		

TABLE V.—*Statistics of Kindergärten for 1878; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
113	The Mt. Auburn Kindergarten.	Cincinnati, Ohio (Evans street, Mount Auburn).	1878	Kathrine S. Dodd	1	25	3-7	3
114	Wesley Avenue Kindergarten (Cincinnati Wesleyan College).	Cincinnati, Ohio	1877	Elizabeth Beaman	1	16	3-7	3
115	Brooks School Kindergarten.	Cleveland, Ohio (225 Sibley street).	1875	Mary E. Garlick	0	20	3-6	3
116	Kindergarten and Training Class (Cleveland Academy).	Cleveland, Ohio .....	.....	Mrs. Ogden and Miss Hall.	.....	.....	3-7	.....
117	Kindergarten in Miss Mittleberger's School.	Cleveland, Ohio (429 Prospect street).	1878	Misses Brown and Overton.	...	20	3½-7	3
118	Miss Whitmore's Kindergarten.	Cleveland, Ohio (126 Lake street).	1877	Miss S. H. Whitmore.	10	3-7	3	3
119	Young Ladies' Temperance League Kindergarten (a charity).	Cleveland, Ohio (corner Hill and Commercial streets).	1878	Mrs. Anna B. Ogden ..	1	21	3-7	3
120	Kindergarten of Trinity School.	Toledo, Ohio (Adams street).	1875	Miss Johnson	0	20	4-6	3
121	Kindergarten of Ohio Central Normal School.	Worthington, Ohio....	1876	Mrs. Anna B. Ogden....	12	3-7	3	3
122	Erie Kindergarten...	Erie, Pa. (Ninth street).	1878	Miss Fannie French...	1	25	5-8	3
123	American Kindergarten.	Germantown, Pa. (4840 Main street).	1876	Ada M. Smith.....	1	26	3-10	4
124	Fröbel Kindergarten..	Germantown, Pa. (Philadelphia, Green street).	1877	Naomi R. Walker	0	9	3-9	3-3½

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	39	Modelling, pricking, sewing, weaving, folding, cutting, stick laying, peas work, gift lessons, and everything belonging to the Kindergarten.	Squared tables and blackboard, chairs, piano, circle, boxes of the gifts, scrap books, and various musical instruments.	It strengthens the powers of observation, bringing the children into loving and intimate relations with nature, fostering the good in them and crushing out the evil.
5	38	Perforating, sewing, drawing, weaving, paper folding and cutting, modelling stick laying, block building, peas work, conversational lessons, singing, and games.	Fröbel's gifts, blackboard, pictures, piano, and other musical instruments.	Develops the physical powers uniformly and harmoniously, trains the hand, imparts grace to the movements, makes the child thoughtful, observant, and intelligent, cultivates a conscientious regard for the rights of others, and is an excellent foundation for mathematical training.
5	36	Fröbel's occupations	All appliances of the Fröbel system, tables, chairs, cabinets, and pictures.	Excellent.

5	38	1st, 2d, and 3d gifts, sewing, weaving, paper folding, clay modelling, drawing, and ring laying.	Tables, chairs, and all necessary Kindergarten material.	It is a system of individual culture, and forms a pleasant transition from home to school life.
5	40	Block building, tablet, stick and ring laying, perforating, drawing, sewing on cards, cutting and mounting paper forms, modelling, peas work, &c.	Balls, spheres, cubes, cylinders, tablets, sticks, rings, and materials necessary for the occupations.	Very satisfactory.
5	....	Building, sewing, stick and ring laying, weaving, drawing, pricking, folding, modelling, &c.	Tables, chairs, piano, pictures, and all Kindergarten material.	The body is strengthened, observation and perception awakened, ease and accuracy gained in the use of language, and the moral effect is excellent.
5	-----	-----	-----	The improving effect upon the class of children attending this Kindergarten is even more marked than on those coming from better homes.
5	40	Building, tablet, stick and ring laying, paper folding and cutting, weaving, pricking, sewing, mounting, peas work, drawing, and modelling.	Tables, chairs, piano, birds, flowers, pictures, and all usual Kindergarten material.	Salutary in every way, stimulating without enervating, developing without forcing, and helping very materially in preparing the child for the more advanced departments in school.
5	39	Weaving, perforating, drawing, painting, marching, singing, reading, spelling, writing, and primary arithmetic.	Apparatus of the American Kindergarten system.	Harmonious development of the threefold nature according to the natural tendencies and capacity of each child.
5	40	Weaving, stick and ring laying, calisthenics, songs, marches, games, peas work, drawing, writing, embroidering, perforating, modelling, paper folding, study of color and form, natural history, reading, composition, arithmetic, &c.	Miss Coe's Kindergarten material, cabinets of shells and minerals and stuffed birds, piano, dumb bells, wands, globes, and Prang's series of chromos of birds, beasts, &c.	Uniform and natural development of all the faculties.
5	40	Fröbel's occupations	Everything necessary to conduct the Kindergarten according to the German system.	Strengthens the muscles, prevents nervousness, trains activity into usefulness, cultivates habits of observation and thoughtfulness, and fosters obedience, generosity, docility, and reverence.

TABLE V.—Statistics of Kindergärten for 1878; from reports to

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of ass'ts.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
125	Germantown Kindergarten.	Germantown, Pa. (corner Mill and Main streets).	1874	Miss Marianna Gay ...	2	20	3-6	3
126	Meadville Kindergarten.	Meadville, Pa. (287 North street).	1877	Mary A. Bemis	12	3-6	3	
127	Friends' Kindergarten.	Philadelphia, Pa. (Fifteenth and Race streets).	1877	Susan T. Comly	1	20	3-7	3
128	Fröbel Kindergarten..	Philadelphia, Pa. (626 North Fortieth st.).	1878	Louie T. Baltz	0	10	3-7	3
129	Kindergarten	Philadelphia, Pa. (1115 Callowhill street).	1878	Elizabeth Y. Webb....	0	7	3-7	3
130	Kindergarten	Philadelphia, Pa. (519 York avenue).	1878	L. W. Bossler	0	9	3-8	3
131	Kindergarten	Philadelphia, Pa. (1419 North Seventeenth street).	1878	R. Emma Trego	0	9	3-8	3
132	Miss Bennett's Kindergarten.	Philadelphia, Pa. (25 South Nineteenth st.).	1874	Miss Anna Bennett ...	2	17	3-8	2, 3½
133	Miss Fannie M. Schleigh's Kindergarten.	Philadelphia, Pa. (Eighteenth st. and Girard avenue).	1877	Miss F. M. Schleigh ...	3	32	3-11	4
134	Mrs. Van Kirk's Kindergarten.	Philadelphia, Pa. (1323 Pine street).	1874	Mrs. M. L. Van Kirk ..	4	30	3-10	3-4
135	Philadelphia Centennial Training School for Teachers.	Philadelphia, Pa. (1014 Cherry street).	1877	Miss Ruth R. Burritt	(a)	.....	.....	.....
136	St. Agnes Kindergarten.	Philadelphia, Pa. (323 South Sixteenth st.).	.....	Miss Minnie C. Morton .....	.....	.....	.....	.....
137	West Chestnut Street Kindergarten.	Philadelphia, Pa. (1707 Chestnut street).	1877	Miss A. B. Johnson ...	3	35	3½-9	4
138	Pittsburgh Kindergarten.	Pittsburgh, Pa. (36 Sixth street).	1875	Miss M. M. Wilson and Miss C. B. Morehouse .....	.....	45	3-7	3
139	Kindergarten	Reading, Pa.	1878	Adèle Ruenzler	1	18	4-7	4

a 16 ladies in training at time of reporting; whole number trained since establishment, 60.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
		11	12	13
5	40	Modelling, weaving, sewing, drawing, peas and bead work, pricking, paper cutting and folding, Fröbel's gifts (1st-9th), physical games, &c.	Material for all of the Fröbel occupations, plants, birds, tables, pictures, chairs, stuffed animals, piano, musical triangle, &c.	Command of powers of body and mind; strength, agility, and grace of body; accuracy in the use of senses; taste and power in design; clearness, conciseness, and readiness in the use of language and in analytic and synthetic discrimination.
5	32	Use of Fröbel's gift and occupation material, exercises and games.	Kindergarten material, tables, chairs, and instrument.	Beneficial.
5	40	The 1st, 2d, 3d, and 4th gifts, stick, ring, and tablet laying, modelling, sewing, weaving, paper folding, drawing, &c.	All necessary appliances of the system, squared tables, blackboard, chairs, birds, plants, and aquarium.	Marked physical and moral development, the mental keeping pace in a natural order.
5	40	Fröbel's 1st, 2d, 3d gifts, tablet and ring laying, drawing, perforating, modelling, physical exercises, games, singing, conversational lessons in anatomy and physiology, gardening, &c.	Fröbel's gifts, squared tables, and blackboard, gardening appliances, color chart, pictures, slates, &c.	Children become healthy and graceful, observant and eager to learn, and acquire much general intelligence and the habit of expressing thought with accuracy and ease.
5	35	Weaving, sewing, pricking, drawing, modelling, stick and ring laying, paper folding and cutting, singing, physical exercises, games, &c.	Squared tables and blackboard, chairs, &c.	Development of happy, hearty children, sound both in body and mind.
.....			
5	40	Block building, stick and ring laying, weaving, paper folding, sewing, perforating, moulding, drawing, physical exercises, ball games, plays, songs, &c.	Fröbel's Kindergarten gifts, balls, cubes, slats, sticks, rings, slates, cards, clay, &c.	Healthy and harmonious physical development, grace of movement, manual skill, strength, quickened perceptive faculties, and habits of clear thinking, order, precision and attention.
5	(26) & (36)	All of Fröbel's plays and occupations.	Those given by Fröbel	Good.
5	40	Singing, lessons in color and form, gymnastics, simple lessons in English and German, blackboard exercises, drawing, classification of objects in the three kingdoms, &c.	Flowers, birds, fishes, pictures, and the twenty gifts of Fröbel.	Improved physical condition, a strengthening of the perceptive and reflective powers, and a careful cultivation of the heart.
5	39	Fröbel's occupations	Fröbel's Kindergarten material, tables, chairs, and for the advanced class a microscope and specimens in the sciences and arts.	Most salutary
.....			
.....			
5	35	Writing, drawing, moulding, weaving, singing, playing, learning reading, spelling, geography, and natural history, and preparing for the advanced school.	4,000 blocks, boards, clay, needles, and all necessary material for the Kindergarten.	Body and mind are naturally and harmoniously developed, and knowledge acquired in the most agreeable manner.
5	36	All Fröbel's gifts and occupations, gymnastics, games, &c.	Blocks, tablets, jointed sticks, paper, clay, piano, &c.	Harmonious development, physically, intellectually, and morally.
5	37	1st, 2d, 3d, 7th, 10th, 11th, 13th gifts, weaving, paper cutting and folding, peas work, modelling, reading, writing, and German.	Steiger's Kindergarten furniture and material.	Harmonious growth of the whole nature; cultivates powers of observation and concentration, use of language, memory and reason.

TABLE V.—*Statistics of Kindergärten for 1878; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
140	Sewickley Academy Kindergarten.	Sewickley, Pa.	1878	John Way, jr., supt.; Miss C. L. Wilson, conductor.	1	17	2-8	3
141	West Chester Fröbel Kindergarten.	West Chester, Pa. (24 South Church street).	1878	Rebecca C. Thatcher ..	1	20	3-7	3
142	Mrs. L. M. B. Mitchell's School and Kindergarten.	West Philadelphia, Pa. (315 North Thirty-fifth street).	1877	Anna W. Barnard.	1	15	3-7	3
143	West Philadelphia Kindergarten.*	West Philadelphia, Pa. (4301 Spruce street).	1876	Miss Mary J. Rider.	1	20	3-8	3½
144	Williamston Female College Kindergarten.	Williamston, S. C.	1876	Miss Franciade Wag-ner.	....	20	5-10	2
145	Kindergarten (Miss Conway's School).	Memphis, Tenn. ....	.....	Mrs. F. C. James. ....	.....	.....	.....	.....
146	Kindergarten (Nashville Academy).	Nashville, Tenn. ....	.....	.....	.....	.....	.....	.....
147	Germania Kindergarten.	La Crosse, Wis. (Germania Hall, Fifth street).	1878	Miss Lina Doerflinger. ....	....	18	3-6	3
148	First English Kindergarten.*	Milwaukee, Wis. (Tenth street).	1876	Mrs. Eudora Hailmann	2	25 to 40	3-8	3
149	Kindergarten der Nordwest Seite.*	Milwaukee, Wis.	1874	Pauline Schinckel.	1	60	3-7	5
150	Kindergarten of the German and English Academy.	Milwaukee, Wis. (637 Broadway).	1874	I. Keller.	1	45	3-7	3, 5
151	Milwaukee English Kindergarten.	Milwaukee, Wis. (Cass street).	1874	Mrs. C. H. Clarke.	1	30	4-7	4
152	Milwaukee Kindergarten.	Milwaukee, Wis. (Tenth street, between Grand avenue and Sycamore st.).	1875	Georgiana Morrison. ....	....	22	3-7	3
153	South Side Kindergarten.	Milwaukee, Wis. (Greenbush street).	1874	Sophia Holzhäuser	2	90	3-7	4½
154	Georgetown Kindergarten.	Georgetown, D. C. (corner West and Valley streets).	1878	Mary Emma King and M. E. Hatch.	....	14	3-12	5
155	Capitol Hill Kindergarten and Primary School.	Washington, D. C. (22 Third street s. e.).	1877	Miss Cornelia F. Boyden.	2	43	3-9	3½ to 4½

* From Report of the Commissioner of Education for 1877.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	The usual Fröbel occupations.	The usual apparatus, abundance of blooming plants, &c.	Decidedly good.
5	40	Interlacing slats, stick and ring laying, perforating, sewing, weaving, paper folding, drawing, and modelling.	Fröbel's first six gifts, blackboards, tables, and slates.	Easy, graceful carriage, development of the muscles, cultivation of the powers of observation, thought, and discrimination.
5	36	Stick and slat laying, drawing, sewing, weaving, pricking, clay work, paper folding, and use of the 1st, 2d, 3d, 4th, part of the 7th and 9th gifts, &c.	All gifts of the Fröbel system, tables, chairs, blackboard, cabinet, watering pots, flowers, mottoes, &c.	Special improvement in health is noticeable, habits of observation are developed, and a love of the good and beautiful, for each other and for humanity, is fostered.
5	40	Fröbel's occupations, building, stick and tablet laying, drawing, sewing, weaving, &c.	Fröbel's gifts, chairs, squared tables, plants, &c.	It cultivates a regard for the rights of others, renders them accurate in intellectual occupations and cheerful in disposition.
5	40	All of Fröbel's occupations except modelling.	A full supply of gifts.....	Eminently satisfactory in every respect.
.....
6	48	Fröbel's system	Fröbel's gifts from the 3d upwards except modelling, tables, chairs, &c.	A perceptible growth of the children's powers of observation, invention, and independent thought; improvement in their demeanor and in their relations to each other, and a cultivation of their sense of right and wrong.
5	40	Weaving, folding, interlacing, drawing, perforating, building, peas work, modelling, singing, gymnastics, &c.	Balls, blocks, slates, peas, wax, clay, charts, blackboards, plants, pictures, fish, birds, &c.	Improved physical and nervous condition, a cultivation of the powers of observation and expression, and a capacity to appreciate and enjoy whatever is beautiful in nature.
6	50	Stick laying, network, drawing, weaving, pricking, embroidery, peas work, ring laying, paper folding, and gymnastics.		
6	42	Playing, singing, marching, block laying, figure laying, declamations, object lessons, and drawing.	All usually employed	It is a development of the body, a cultivation of the senses and of the social nature, and an invaluable preparation for higher classes.
5	40	The usual Kindergarten occupations.	The usual apparatus and appliances.	Superior physical and mental development.
5	40	Fröbel's occupations	Squared tables, low camp chairs, blackboard, flowers, aquarium, &c.	
5	47	All Fröbel's occupations and gymnastic plays.	Fröbel's gifts and materials, piano, and pictures.	Thorough preparation for the lowest elementary grade of the school.
5	40	Drawing, weaving, sewing, perforating, paper folding, cutting, and mounting, tablet, slat, and stick laying, block building, gymnastics, singing, marching, and plays.	Tables, blackboards, slates and paper ruled in squares, balls, blocks, tablets, rings, sticks, clay, modelling knives, weaving, perforating, and sewing materials.	Excellent, developing healthy, happy children, with trained perceptive faculties, habits of self-dependence, and an eagerness for the acquisition of knowledge.
5	40	Paper folding, weaving, interlacing paper and slats, sewing, perforating, drawing, peas work, modelling, besides the various gift occupations.	Material for all the Kindergarten occupations and gifts, two large sunny rooms, ample play ground, piano, blackboards, flowers, &c.	Beneficial in every respect.

TABLE V.—*Statistics of Kindergärten for 1878; from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assist- ants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
156	Misses Pollock and Noerr's German-American Kindergarten.	Washington, D.C. (1127 Thirteenth street n. w.).	1875	Misses Pollock and Noerr, principals.	2	30	4-12	4½
157	National Kindergarten and Kindergarten Normal Institute.	Washington, D.C. (929 Eighth street).	1875	Mrs. Louise Pollock...	3	36	3-10	5
158	Select School and Kindergarten.	Washington, D.C. (800 Eighteenth street n. w.).	1876	B. C. Graves.....	3	65	3-16	4½
159	Washington Female Seminary Kindergarten.*	Washington, D.C. (1023 Twelfth street n.w.).	1873	H. N. Douglas.....	.....	20	4-9	5

* From Report of the Commissioner of Education for 1877.

inquiries by the United States Bureau of Education — Continued.

Number of school days in the week. Number of weeks in the year.		Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Drawing, folding, cutting, weaving, interlacing and sewing paper and card board, building, working with clay, peas work, tablet and staff laying, interlacing slats and wire rings.	Fröbel's twenty gifts and all needed material.	It appeals to the interest of the child, teaching him to think through working, and inculcates a love of nature, of one's fellowmen, and of God.
5	40	Most of Fröbel's Kindergarten gifts and occupations.	All necessary material, ruled tables, squared blackboards, chairs, ruled slates, &c.	Improved physical and nervous condition, habits of attention, observation, and thoughtfulness, of sociability, kindness, and cheerfulness.
5	40	All Kindergarten gifts and occupations.	Material for the different gifts and occupations, squared tables, blackboard, slates, dumb bells, wands, globes, maps, pictures, &c.	It appeals at once to the mental and moral faculties of the child, making him familiar with the forms of usefulness and beauty around him, and cultivating in him a desire to investigate and create the same.
5	40	Object lessons, weaving, perforating, marching, singing, calisthenics, &c.		

TABLE V.—*Memoranda.*

Name and location.	Remarks.
California Model Kindergarten, Los Angeles, Cal	Removed to Oakland.
Home Kindergarten, Sacramento, Cal	Not found.
Kindergarten (Miss K. D. Smith), Santa Barbara, Cal	Closed; conductor removed to San Francisco.
Kindergarten (Miss J. Baldwin), Bridgeport, Conn	Closed.
Kindergarten (Anna E. Mills), Atlanta, Ga	Discontinued; conductor removed to Macon.
German Kindergarten, Chicago, Ill	Closed.
Mrs. Putnam and Miss Howell's Kindergarten, Chicago, Ill	Closed.
North Side German Kindergarten, Chicago, Ill	Removed; not found.
Kindergarten of Mrs. W. B. Nold's School, Louisville, Ky	See Kindergarten of Louisville Female Seminary; identical.
Bates Street Kindergarten, No. 18, Lewiston, Me	Closed.
Private Kindergarten, Boston, Mass. (52 Chestnut street)	Not found.
Kindergarten (Alice Matthews), Yarmouthport, Mass	Suspended.
Grand Rapids Kindergarten, Grand Rapids, Mich	Removed.
Des Peres A. M. and P. M. Kindergärten, South St. Louis, Mo	Transferred to Blow School with names changed to Blow A. M. and P. M. Kindergärten.
Kindergarten (Miss M. A. Lund), Manchester, N. H.	Closed.
Kindergarten (Miss Minnie C. Morton), Camden, N. J	See St. Agnes Kindergarten, Philadelphia, Pa.
Kindergarten (Miss Renee), Hoboken, N. J	Not found.
Miss Helen Hart's Kindergarten, Auburn, N. Y	Closed; see St. Barnabas Day Nursery Kindergarten, New York.
Miss A. M. Anderson's Kindergarten, Brooklyn, N. Y., and Fröbel Kindergarten (Miss Lena Schroeder), Brooklyn, N. Y.	United under name of Lafayette Avenue Kindergarten.
Dansville Seminary Kindergarten, Dansville, N. Y.	Closed.
Miss Devereux's Kindergarten, Irvington-on-the-Hudson, N. Y	Closed; see Boston, Mass.
Kindergarten (Miss Mathilde Becker), New York, N. Y. (241 East 119th street).	See Harlem Kindergarten, Harlem (New York); identical.
Kindergarten of Seamen's Orphan Asylum, West New Brighton, N. Y.	See Kindergarten of the Home for Destitute Children of Seamen; identical.
Kindergarten of Cincinnati Wesleyan College, Cincinnati, Ohio	See Wesley Avenue Kindergarten; identical.
Miss Helene Goodman's Kindergarten, Cincinnati, Ohio	See Seventh Street Kindergarten; identical.
American Kindergarten of Philadelphia Seminary, Philadelphia, Pa ..	Closed.
German-American Kindergarten, Philadelphia, Pa	Name changed to Miss Bennett's Kindergarten.
Miss Wilson's Kindergarten, Pittsburgh, Pa	See Pittsburgh Kindergarten; identical.
Kindergarten at the Normal Academy of Music, Reading, Pa	Closed; conductor removed to Stamford, Conn.
Private Kindergarten, Wilkes-Barre, Pa	Closed.
Misses Perley's Kindergarten, Washington, D. C	Closed.

Kindergärten from which no information has been received.

Name and location.	Name and location.
Mt. Vernon Institute Kindergarten, Baltimore, Md.	Carondelet P. M. Kindergarten, South St. Louis, Mo.
Kindergarten of Mrs. Brooks's School, Newton Centre, Mass.	Private Kindergarten, Nashua, N. H.
Kindergarten of Waltham New Church School, Waltham, Mass.	Kindergarten of Miss Longwell's Seminary, Morristown, N. J.
Kindergarten of Norwood Hall, St. Paul, Minn.	Miss Alston's Kindergarten, Newark, N. J.
Bates P. M. Kindergarten, St. Louis, Mo.	Kindergarten of Lockwood's New Academy, Brooklyn, N. Y.
Eads A. M. Kindergarten, St. Louis, Mo.	Kindergarten of Glen's Falls Academy, Glen's Falls, N. Y.
Eads P. M. Kindergarten, St. Louis, Mo.	Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y.
Everett A. M. Kindergarten, St. Louis, Mo.	Miss Jandon's Kindergarten, New York, N. Y.
Everett P. M. Kindergarten, St. Louis, Mo.	Volks-Kindergarten, Cincinnati, Ohio.
Franklin A. M. Kindergarten, St. Louis, Mo.	Kindergarten (Miss Dewing), Philadelphia, Pa.
Humboldt A. M. Kindergarten, St. Louis, Mo.	Mt. Vernon Kindergarten, Philadelphia, Pa.
Humboldt P. M. Kindergarten, St. Louis, Mo.	West Side Kindergarten, Milwaukee, Wis.
Pope A. M. Kindergarten, St. Louis, Mo.	
Pope P. M. Kindergarten, St. Louis, Mo.	
Webster P. M. Kindergarten, St. Louis, Mo.	
Carondelet A. M. Kindergarten, South St. Louis, Mo.	

TABLE VI.—Statistics of institutions for secondary instruction for 1878; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												Entered college since close of last academic year.	Entered scientific school since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			
1	Andrews Institute*	Andrews Institute, Ala.	1876	1874	John T. Blakemore, A. M.	M. E.	3	...	129	88	51	129	10	...	...	...	...	...	...	...	...
2	Wilcox Female Institute*	Camden, Ala.	1850	1850	Rev. T. C. M. Gollard	Non-sect	2	4	75	15	60	75	...	10	...	...	...	...	...	...	...
3	Greene Springs School	Greene Springs, Ala.	0	1847	Henry Tutwiler, LL. D.	Non-sect	2	2	60	50	10	60	48	12	...	...	...	...	...	...	...
4	Lovely's Industrial School	Huntsville, Ala.	...	...	Rev. C. S. Johnson and A. F. Trimble,	Non-sect	2	1	99	56	43	74	16	0	...	...	...	...	...	...	...
5	La Fayette Male and Female College.	La Fayette, Ala.	1854	1854	Rev. C. S. Johnson and A. F. Trimble,	Non-sect	2	1	99	56	43	74	16	0	...	...	...	...	...	...	...
6	Hammer Hall	Montgomery, Ala.	1860	1861	Rev. Geo. M. Everhart, D. D.	P. E.	2	4	30	...	30	...	...	...	...	...	...	...	...	...	...
7	Germania Institute	Talladega, Ala.	1875	1875	James Barker	Non-sect	2	1	64	44	20	64	18	12	8	3	2	...	...	...	...
8	Southwood Male High School.	Talladega, Ala.	...	...	W. M. Betha	Non-sect	...	0	20	20	0	10	10	0	10	2	1	0	...	...	...
9	Talladega College.	Talladega, Ala.	1869	1869	Rev. Edward P. Lord, A. M.	Non-sect	6	7	235	125	110	235	...	...	...	...	...	...	...	...	...
10	Ursuline Institute of St. John Baptist.	Tuscaloosa, Ala.	1866	1866	Madame St. Charles Weed	R. C.	0	3	...	...	...	...	...	...	...	...	...	...	...	...	...
11	Park High School	Tuskegee, Ala.	0	1860	James F. Park, A. M.	Non-sect	4	0	105	105	0	50	65	2	25	...	15	...	...	...	...
12	Greenwood Male and Female Institute.*	Greenwood, Ark.	1876	1876	A. R. Taff	Non-sect	1	2	70	30	40	60	10	5	8	10	0	2	...	...	...
13	Harrison College.	Harrison, Ark.	...	1878	E. S. Baker, sec'y bd. trustees	M. E.	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...
14	Searcy District High School	Searcy, Ark.	1873	1873	John W. Jones, A. M.	Meth. So.	2	3	125	60	65	100	20	5	3	...	...	...	...	...	...
15	Centennial Institute	Warren, Ark.	1875	1876	Rev. W. E. Paxton, A. M.	Baptist	1	2	73	44	29	70	3	...	...	...	...	...	...	...	...
16	St. Mary's Hall	Benica, Cal.	...	1870	Rev. L. Delos Mansfield, rector.	P. E.	2	5	26	26	26	7	...	...	...	...	...	...	...	...	...
17	Mills Seminary	Brooklyn, Cal.	1876	1871	Rev. C. T. Mills, D. D.	Non-sect	5	11	150	0	150	150	0	60	0	0	0	0	...	...	...
18	Convent of Mary Immaculate	Gilroy, Cal.	0	1871	Sister Mencia Martarano	R. C.	0	4	45	25	20	...	...	...	...	...	...	...	...	...	...
19	Gilroy Seminary	Gilroy, Cal.	...	1868	Sarah M. Severance	Non-sect	...	3	65	16	49	65	3	0	2	...	...	...	...	...	...

* From Report of the Commissioner of Education for 1877.

α Suspended during the scholastic year 1877-'78.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20 College of Notre Dame	Marysville, Cal.	1869	1856	Sister Aloysius, S. N. D.	R. C.	...	9	260	64	196	260	...	...	...	28	5	...	...
21 Napa Collegiate Institute	Napa City, Cal.	1870	1860	A. E. Lasher, A. M.	Meth.	6	3	142	74	68	60	40	30	10	15	4	1	...
22 Northolt Seminary for Young Ladies.	Northolt, Cal.			Mrs. E. P. Keeney														
23 Convent of Our Lady of the Sacred Heart.	Oakland, Cal.		1868	Sister Mary John the Baptist, superior provincial	R. C.	0	20	110		110	110		75					
24 Golden Gate Academy	Oakland, Cal.		1871	D. P. Sackett, A. M.	Cong.	7	1	40	40	0	32	8	6	4	3	2	2	5
25 Placerville Academy	Placerville, Cal.		1861	Prof. E. B. Conklin, A. M.	Non-sect.	4	4	112	51	61		25	10	10	8	5		
26 St. Joseph's College	Rohnerville, Cal.		1867	H. J. Goethe	R. C.	1	1	100	61	39	100		95					
27 Goethe's German School	Sacramento, Cal.		1876	Brother Cieran	R. C.	12	0	350	350	0	300	50	50		50			5
28 Sacramento Institute*	Sacramento, Cal.		1870	Mrs. A. C. Curtis	Meth.	0	1	84	44	40	84	10		16	8			14
29 Sacramento Select School	Sacramento, Cal.		1857	Sisters of Mercy	R. C.		10	380		380	380							
30 St. Joseph's Academy	Sacramento, Cal.	1875	1862	Wm. S. Hunt.	Non-sect.	1	1	65	30	35	65	3	5	2	2	1		10
31 Young Ladies' Seminary	Sacramento, Cal.		1873	Rev. and Mrs. O. W. Gates	Rapid.	2	1	27	11	16	27	2	3	0	1	0		
32 Point Loma Seminary*	San Diego, Cal.	0		St. Aloysie of the Cross.	R. C.	0	18	500	0	500	200	50	100					
33 College of Notre Dame, Mission Dolores.*	San Francisco, Cal.	1876	1866															
34 Madame Zeitzka's Institute	San Francisco, Cal. (922 Post street).		1862	Madame B. Zeitzka	Non-sect.	4	12	160		160	160		160		8			
35 Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies.	San Francisco, Cal. (848 and 850 Van Ness avenue).	0	1878	Mrs. Colgate Baker	P. E.	5	10	80		80	80	10	60	0	0	0	0	0
36 Sacred Heart College	San Francisco, Cal.		1874	Rev. Bro. Gneubern	R. C.	20		750	750		500	150	100					

37	University (City) College	San Francisco, Cal.	1859	1859	Rev. James Matthews, D. D.	Presb.	3	3	60	49	11	36	17	14	.....	.....	.....
38	Urban Academy	(Haight street), San Francisco, Cal. (Ma- son and Geary sts.).	0	1864	Nathan W. Moore.	Non-sect	8	2	65	65	0	10	55	35	20	5	9
39	Laurel Hall.	San Mateo, Cal.	.....	1864	Mrs. L. Manson-Buckmaster	R. C.	(8)	45	45	.....	45	.....	.....	.....	.....	.....	.....
40	School of the Holy Cross	Santa Cruz, Cal.	.....	1862	Sister Rose Genevieve Phe- lan.	R. C. ....	.....	6	145	.....	145	145	112	.....	.....	.....	.....
41	St. Mary's Academy of the Sisters of Loreto.*	Denver, Colo.	1874	1864	Mother Elizabeth Hayden	R. C.	0	9	120	0	120	.....	18	.....	.....	.....	.....
42	Wolfe Hall*	Denver, Colo.	0	1868	Mrs. Anna Palmer	Epis	2	5	61	1	60	30	2	28	2	.....	.....
43	The Curtis School for Girls	Bethlehem, Conn.	.....	1875	Frederick S. Curtis, pri. B.	Non-sect	1	1	5	5	.....	.....	.....	.....	.....	.....	.....
44	Commercial and Military Institute	Bridgeport, Conn.	0	1862	Benjamin B. Penfield, M. A.	Non-sect	1	0	45	45	0	45	13	11	6	0	1
45	Gallen Hill Institute and Family Boarding School.	Bridgeport, Conn.	0	1850	Rev. G. B. Day, A. M.	Non-sect	1	1	31	19	12	23	18	12	14	3	2
46	Golden Hill Seminary	Bridgeport, Conn.	.....	.....	Miss Emily Nelson	Non-sect	2	8	70	.....	70	70	16	25	.....	.....	.....
47	Hillside Seminary*	Bridgeport, Conn.	.....	1876	Mariana B. Slado	Non-sect	2	3	36	3	36	22	14	37	4	.....	1
48	Everest Rectory School*	Centerville, Conn.	0	1848	Rev. W. L. Woodruff, B. A.	P. E.	4	3	35	35	0	16	9	10	6	4	.....
49	Durham Academy	Durham, Conn.	1842	1842	L. P. Dissel, A. M.	Non-sect	1	2	80	52	28	46	6	.....	.....	.....	.....
50	St. Margaret of Cortona	East Winsted, Conn.	.....	1868	Sister M. Colso	R. C.	1	4	50	50	40	.....	10	.....	.....	.....	.....
51	Glastonbury Academy	Glastonbury, Conn.	0	1870	F. H. Brewer	Non-sect	1	1	79	49	30	24	44	11	20	4	4
52	Goshen Academy*	Goshen, Conn.	.....	1867	John C. Lester	Cong.	1	20	10	10	20	7	5	0	0	0	0
53	Maple Grove Academy	Green's Farms, Conn.	.....	1867	Granville Corning	Cong.	1	20	13	17	20	2	.....	.....	.....	.....	.....
54	Greenwich Academy	Greenwich, Conn.	1827	1827	Frank Shepard, A. M.	Non-sect	4	1	47	28	19	47	26	10	9	3	4
55	Harry Peck's School for Boys	Greenwich, Conn.	.....	.....	Harry Peck	P. E.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	Young Ladies' School*	Greenwich, Conn. (box 189).	.....	.....	Mrs. West	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
57	Brainard Academy	Haddam, Conn.	1839	.....	Mrs. Mary J. H. Chapman	Cong.	1	2	62	32	30	61	1	.....	1	2	0
58	Miss Haines's School for Young Ladies and Girls.	Hartford, Conn.	.....	1875	Miss Elizabeth H. Haines	Non-sect	2	4	40	.....	40	32	8	30	.....	.....	1
59	Woodburn*	Hartford, Conn.	.....	1847	George E. Abbott, M. D.	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	Kent Seminary	Kent, Conn.	.....	1870	Miss M. A. Hopson	Cong.	1	1	15	8	7	10	5	1	(1)	.....	.....
61	Rocky Dell Institute*	Lime Rock, Conn.	.....	1864	J. H. Hurlburt	Non-sect	1	25	12	13	20	5	.....	4	.....	.....	.....
62	Young Ladies' Seminary	Middletown, Conn.	.....	1876	Rev. D. A. Smith	Non-sect	1	3	30	6	24	30	8	16	3	.....	.....
63	Mystic Valley English and Classi- cal Institute.	Mystic Bridge, Conn.	.....	1868	John K. Buckley, LL. D.	Non-sect	1	2	64	39	23	34	18	12	8	4	2
64	New Britain Seminary	New Britain, Conn.	.....	1870	David N. Camp, A. M.	Non-sect	2	3	62	40	22	44	10	11	.....	.....	.....
65	Miss Not's English and French Family and Day School.	New Haven, Conn. (33 Wall street).	.....	1873	Miss Lydia P. Nott	Non-sect	.....	9	65	.....	65	60	40	45	.....	.....	.....
66	The Eldorado School	New Haven, Conn. (136 Sherman avenue).	.....	1873	Miss Elizabeth C. Bangs	M. E.	2	4	35	.....	35	.....	.....	.....	.....	.....	.....
67	West End Institute	New Haven, Conn. (99 Hove street).	.....	1870	Mrs. S. L. Cady	Cong.	.....	5	60	.....	60	45	15	10	.....	.....	.....
68	Bulkeley School	New London, Conn.	.....	1873	Eugene B. Colchester	Non-sect	2	0	45	45	0	.....	.....	15	1	4	0
69	Warren Academy	New Preston, Conn.	0	1854	Gould C. Whitelsey	Cong.	1	0	25	15	10	25	1	.....	1	.....	.....
70	Fitch's Home School for Young Ladies and Boys.	Noroton, Conn.	.....	1864	M. J. Davis	Non-sect	2	3	100	48	52	60	32	18	2	0	1
71	Hillside Family School for Boys*.	Norwalk, Conn.	.....	.....	Dr. J. C. Fitch	Baptist	3	2	45	45	0	.....	.....	.....	.....	.....	.....
72	Boarding and Day School for Young Ladies.*	Norwich, Conn.	.....	1872	Mrs. M. W. Hakes	Non-sect	.....	4	40	6	34	40	20	12	.....	.....	.....

a Temporarily suspended.

* From Report of the Commissioner of Education for 1877.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.		Female instructors.		Number of students.																	
						7	8	9	10	11	12	13	14	15	16	17	18	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6																						
Misses Meeker's Boarding and Day School for Young Ladies.	Norwich, Conn. (56 Washington street).	1869	Miss Henrietta Meeker	Cong.	35	35			
Seabury Institute.	Saybrook, Conn.	1865	Rev. P. L. Shepard, M. A.	P. E.	2	4	70	50	20	70	8	3	5	2	2	1			
Bettis Military Academy*.	Stamford, Conn.	1898	James and W. J. Bettis, A. M.	Cong. & E.	5	1	40	40	0	40	6	11	5	1			
Day School for Boys.	Stamford, Conn.	.....	1875	H. U. King	Non-sect	4	.....	42	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Gothic Hall*.	Stamford, Conn.	1855	1855	Miss Catharine Aiken	Non-sect	2	8	66	4	62	52	14	50	0	0	0	0			
Select Boarding and Day School*.	Stamford, Conn.	.....	1854	George B. Glendinning, A. M.	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
English and Classical School.	Stamford, Conn.	0	1847	Frederick Sedgwick	Cong.	1	1	29	24	5	29	8	0	3	3	0	0			
Stratford Academy	Stratford, Conn.	.....	.....	E. E. Clark	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stratford Institute.	Stratford, Conn.	.....	1876	Mrs. E. E. Clark	Non-sect	1	4	20	0	20	20	6	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
The Gunnery	Washington, Conn.	.....	1850	Frederick W. Gunn.	Non-sect	2	3	45	35	10	45	15	10	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Margaret's Diocesan School for Girls.*	Waterbury, Conn.	1875	1875	Rev. F. T. Russell, M. A.	Epis.	4	7	130	0	130	60	70	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oak Hill Seminary.	West Haven, Conn.	.....	1836	C. C. Wettsell.	Non-sect	2	4	25	.....	25	16	6	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green's Farms Academy*.	Westport, Conn.	.....	1835	Charles H. Stevens.	Non-sect	1	2	21	14	7	15	4	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wilton Academy	Wilton, Conn.	.....	1817	Edward Olmstead.	Cong.	1	0	20	15	5	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wilton Boarding Academy	Wilton, Conn.	.....	1845	Augustus Whitlock.	Non-sect	2	0	30	30	0	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Parker Academy	Woodbury, Conn.	.....	1851	Wilbur V. Wood.	Non-sect	1	1	50	30	20	41	9	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Family School for Young Girls.	Claymont, Del.	.....	1873	Mrs. A. B. Washington.	P. E.	.....	5	10	10	10	10	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Select Family School for Boys.	Claymont, Del.	.....	1853	Rev. John B. Gleason, D. D.	P. E.	.....	2	12	12	12	12	9	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wilmington Conference Academy.	Dover, Del.	1874	1873	R. H. Skinner, A. M.	M. E.	5	4	113	45	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Felton Seminary*.	Felton, Del.	.....	1868	Rev. W. G. W. Lewis, A. M., and son.	Non-sect	3	2	50	22	28	44	4	2	1	2	1	0	.....	.....	.....	.....	.....	.....
Georgetown Academy	Georgetown, Del.	1812	1812	McKendree Downham	Non-sect	1	.....	20	8	12	20	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

101	Braswell Academy	High Shoals, Ga	0	1870	John A. Sayo	Non-sect	1	2	30	18	12	25	5	0	5	2	0	0
102	Bradwell Institute*	Hinesville, Ga	1872	1871	S. D. Bradwell	Non-sect	2	2	63	32	31	27	20	6	0	3	3	3
103	Hoganville School	Hoganville, Ga	1897	1897	J. H. Covin	Non-sect	1	0	43	23	18	4	0	0	0	0	0	0
104	Planters' High School	Hollonville, Ga	0	1873	V. A. Ilamun	Baptist	1	0	33	19	14	33	0	0	1	0	0	0
105	Farmers' High School*	Houston, Ga	1870	1870	Leonidas Jones	Non-sect	2	1	70	35	35	55	15	0	15	5	0	0
106	Martin Institute*	Jacksonville, Ga	1859	1859	J. W. Glenn	Non-sect	2	2	160	35	54	110	34	6	15	12	14	4
107	Auburn Institute*	Jacksonville, Ga	1874	1874	J. A. Barelay, Jr., E. A.	Meth.	1	2	60	35	25	40	14	14	14	7	7	7
108	Kingston High School	Kingston, Ga	1874	1874	Rev. James T. Lin	Meth.	1	1	41	22	19	37	1	1	1	1	1	1
109	Mayson School	Kingston, Ga	1877	1877	Mrs. A. H. Mayson	Non-sect	0	1	37	12	25	37	0	0	0	0	0	0
170	La Grange Military Institute*	La Grange, Ga	1837	1877	John T. Graves	Non-sect	2	0	65	65	0	33	37	15	15	15	15	15
171	La Grange Seminary	La Grange, Ga	1806	1807	J. H. Owens	M. E.	2	1	100	40	60	100	8	6	7	1	1	1
172	Meson Academy	Lexington, Ga	1877	1877	J. J. McClelland	Non-sect	1	1	46	26	20	38	2	10	3	13	13	13
173	Liberty Hill High School	Liberty Hill, Ga	1858	1858	Rev. T. J. Adams, A. M.	Baptist	1	1	43	19	24	41	2	3	3	3	3	3
174	Adams' Practical School	Linton, Ga	1870	1870	Deaf. T. Hunter	Comp.	1	2	87	35	52	85	2	6	6	6	6	6
175	Hunter's School for Boys	Macon, Ga	1876	1876	Christiane H. Gilbert	R. C.	0	7	60	0	60	0	0	0	0	0	0	0
176	Lewis High School	Macon, Ga	1876	1876	M. M. Bonaventure, mother superior.	Presb.	3	25	5	20	25	3	5	3	3	3	3	3
177	Mount de Sales Academy*	Macon, Ga	1872	1872	Mrs. E. Nebhut	Non-sect	2	0	69	69	0	49	20	0	10	3	3	2
178	Forest Home Institute	Madison, Ga	0	1875	Edward W. Butler, A. M.	Non-sect	1	0	27	12	15	25	2	0	3	3	2	1
179	Madison Male High School	Madison, Ga	1868	1868	W. H. Coeford	Non-sect	1	0	53	21	32	32	6	3	3	3	3	3
180	Temperance Hill High School	Maricetta, Ga	1871	1871	C. P. Jordan	Non-sect	1	1	91	56	35	82	6	3	3	3	3	3
181	Kennesaw High School	Maricetta, Ga	1871	1871	V. E. Manget	Non-sect	1	1	91	56	35	82	6	3	3	3	3	3
182	Maricetta High School for Boys and Girls	Maricetta, Ga	1871	1871	J. W. Frederiek	Non-sect	1	2	55	33	22	40	20	0	6	6	6	2
183	Marshallville High School	Marshallville, Ga	1873	1873	Garland Head	Non-sect	1	1	44	24	23	12	6	6	6	6	6	3
184	Milner High School*	Milner, Ga	0	1870	M. L. Patrick	Non-sect	1	1	47	24	23	47	5	12	12	12	12	3
185	Montezuma High School	Montezuma, Ga	1869	1869	George R. Briggs	Non-sect	1	1	32	15	17	32	15	0	0	0	0	0
186	Spalding Seminary	Montezuma, Ga	1869	1869	William Edwin Dozier	Non-sect	2	0	32	18	14	18	5	7	0	0	0	0
187	Mountainville Academy	Mountainville, Ga	0	1875	Rev. J. J. Methvin	M. E. So.	1	2	62	35	27	48	14	14	21	4	4	4
188	Nacoochee Male and Female High School	Nacoochee, Ga	1865	1865	Rev. J. S. Elmore	Luth.	1	1	31	15	16	31	1	1	1	1	1	1
189	Zion School*	Oglethorpe, Ga	1873	1873	Creed Sasser	Non-sect	1	1</										

a School closed at present.

*From Report of the Commissioner of Education for 1877.

TABLE VI.—Statistics of institutions for secondary instruction for 1878, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since close of last academic year.	Entered college since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
209	Summersville Institute	Summersville, Ga.	0	.....	John C. Loomis	Non-sect	1	1	39	20	19	39	0	0	0	0	0	0		
210	Sylvania Academy	Sylvania, Ga.	0	1875	R. H. Longbridge, Ph. D	Non-sect	1	3	54	23	25	.....	9	.....	(10)	0	0	0		
211	Levert College and Collinsworth Institute.	Talbotton, Ga.	.....	.....	John T. McLaughlin	Non-sect	1	2	95	(35)	.....	.....	.....	.....	.....	.....	.....	.....
212	Excelsior High School	Taylor's Creek, Ga.	.....	1872	John W. Shivers	Meth	1	1	53	28	25	53	18	9	0	0	0	2		
213	Tazewell High School.	Tazewell, Ga.	.....	0 1850	J. L. Barker	Non-sect	1	.....	52	28	24	45	7	7	5	3	0	0		
214	Fletcher Institute	Thomasville, Ga.	1851	1852	Oscar D. Scott	Non-sect	2	.....	45	45	.....	33	12	.....	4	.....	.....	.....
215	Thomson High School	Thomson, Ga.	.....	1874	W. B. Pambrongh, A. M	Meth	.....	.....	40	19	21	20	8	.....	4	.....	.....	.....
216	Union Point High School	Union Point, Ga.	0	1872	W. E. Reynolds, A. M	Non-sect	1	1	55	30	25	40	4	0	1	0	2	0		
217	Walthourville Academy*	Walthourville, Ga.	1823	1823	A. M. McIver	Non-sect	1	1	8	4	4	8	4	3	1	.....	.....	.....
218	Warrenton Academy	Warrenton, Ga.	.....	1829	A. S. Morgan	Non-sect	1	1	54	25	29	54	15	6	15	0	0	0		
219	Washington Female Seminary	Washington, Ga.	.....	.....	Miss Fanny Andrews	Non-sect	0	3	33	0	33	33	3	3	0	0	0	0		
220	Washington Male Academy	Washington, Ga.	.....	.....	J. I. Ingraham	Non-sect	2	.....	35	35	.....	25	10	.....	8	.....	.....	.....
221	Bethel Academy*	West Point, Ga.	1783	1827	J. N. Hogg	Non-sect	1	.....	35	23	10	28	7	.....	.....	2	.....	.....
222	Dawson Institute.	White Plains, Ga.	.....	0 1833	T. M. Howell	Non-sect	1	2	61	28	33	15	12	.....	0	0	2	0		
223	Whitesburg Seminary	Whitesburg, Ga.	0	1871	N. S. Culpepper	Non-sect	1	1	63	33	32	65	2	.....	1	.....	.....	.....
224	Philomath Institute*	Woodville, Ga.	.....	1835	C. T. Boggs	Non-sect	1	1	53	30	23	45	8	.....	5	.....	.....	.....
225	Zebulon High School	Zebulon, Ga.	1825	1825	A. G. Harris	Non-sect	1	1	55	30	25	55	7	.....	4	.....	.....	.....
226	German Evangelical Lutheran School.	Addison, Ill.	1832	1849	Rev. T. J. Grosse	Ev. Luth	2	.....	163	91	72	92	.....	163	1	.....	2	.....	
227	Alledo Academy.	Alledo, Ill	0	1874	J. R. Wylie, B. Ph	Non-sect	2	.....	76	34	42	55	15	6	7	.....	2	.....	
228	Ursuline Convent of the Holy Family.	Alton, Ill	1807	1859	Mother Mary, superioress	R. C.	.....	7	97	.....	97	97	.....	30	.....	.....	.....	.....
229	Jennings Seminary	Aurora, Ill.	1854	1858	Rev. Martin E. Cady, A. M.	M. E	5	3	150	97	53	8	11	6	6	5	0	.....	

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
267	Albion Seminary.....			Rev. William Forney Barclay, A. M.	M. E.	3	3	110	46	64	98	12	12	4	3	...	...
268	Jones County Academy.....		1871	Mrs. Col. Springer, A. M.	Non-sect	...	...	35	(65)	...	...	1	1	...	...	...	...
269	Birmingham Academy and Boarding School.....		1864	J. Wesley Wolf	Non-sect	2	1	58	40	18	...	...	...	6	4	...	...
270	Bradford Academy*.....	1866	1865	John F. Gräwe	Non-sect	2	0	62	33	29	45	15	3	...	...	2	...		
271	German Evangelical Zion School.....	1864	1864	F. G. Klein	Evang.	1	1	90	50	40	60	...	...	...	...	...	...
272	Graff's School.....	1863	1863	R. J. Graff	Presb.	1	...	40	30	10	...	...	...	...	...	...	...
273	Coe Collegiate Institute.....	...	1875	Rev. Robert A. Condit, A. M.	Presb.	3	2	70	40	30	50	20	...	5	...	...	...
274	St. Joseph's Academy of the Sacred Heart.....	1875	1875	Sister Mary Isidore.....	R. C.	3	8	200	70	130	178	2	20	1	2	2	...		
275	Evangelical Lutheran Parish School.....	...	1862	Rev. F. W. Seifart.....	Ev. Luth.	1	...	71	32	39	...	...	...	...	...	...	...
276	Friends' Select School.....	...	1876	Deborah Cadwallader.....	Friends	...	1	239	(30)	...	...	...	...	...	...	...	...
277	St. Francis Male and Female Academy.*.....	...	1872	Prof. Dan. O'Doherty, male of department; Sisters of Charity, female department.	R. C.	1	9	180	65	115	180	2	11	...	3	...	...
278	Trinity School.....	1874	1877	Miss Sarah Rice	P. E.	4	4	29	2	27	24	5	13	...	...	...	...
279	Decorah Institute.....	...	1874	J. Breckenridge.....	...	3	...	115	67	48	...	...	...	...	...	...	...
280	Denmark Academy.....	...	1843	G. W. Bingham, A. M.	Cong.	2	3	110	59	51	20	19	8	10	5	0	...		
281	St. Joseph's Academy*.....	1869	1868	Sister M. Josephine.....	R. C.	...	9	130	...	...	...	...	...	...	...	...	...
282	Dubuque, Iowa.....	...	1873	Harriet H. Horr.....	Non-sect	1	2	18	...	18	15	2	2	1	...	...	...
283	Boardman Institute.....	...	1873	Harriet H. Horr.....	Non-sect	1	2	18	...	18	15	2	2	1	...	...	...

	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877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* From Report of the Commissioner of Education for 1877.
a Average attendance for three winter months.
b Number in attendance during fall term only.

c This number in the academy proper; in all the grades there was an enrolment of 170.
d Closed during the spring of 1878.
e The first of these is for males, from which there is no report of instructors or students.

TABLE VI.—Statistics of institutions for secondary instruction for 1878, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.													Entered college since last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					
Preparatory and Select School of the Abbey of Gethsemani.	Gethsemane, Ky.	1868	1861	Rt. Rev. B. M. Benedict, abbot.	R. C.	3	0	67	67	0	07	0	0	0	0	1	....				
Ghent College.	Ghent, Ky.	1867	1867	William J. Barbee	Non-sect	3	2	75	35	40	75	25	15	20	25	20	10					
Owen College.	Harrisburgh, Ky.	1870	1870	Hon. C. W. Threlkeld, sec'y.	Non-sect	3	1	125	90	35	120	15	8	20	40	0	0					
Hodgenville Seminary	Hodgenville, Ky.	0	1847	James E. Wright	Non-sect	3	1	95	45	50	80	15	4	2	2	0	0					
Christian College	Hustonsville, Ky.	1860	1860	J. S. Repperf, A. M.	Non-sect	2	3	85	25	60	85	4	2	2	0	0	0					
Franklin Institute*	Lancaster, Ky.	1848	1848	G. W. Dunlap, jr.	Non-sect	2	3	85	25	60	85	4	2	2	0	0	0					
Lancaster Male Academy*	Lancaster, Ky.	1856	1855	R. F. Hudson	Non-sect	2	0	60	60	0	50	42	29	5	10	8	8					
Sayre Female Institute	Lexington, Ky.	1871	1871	H. B. McClellan, A. M.	Presb.	5	8	175	160	175	160	42	29	5	10	8	8					
Threlkeld Select School	Lexington, Ky.	1833	1871	T. B. Threlkeld, A. M.	Non-sect	4	10	37	45	27	45	22	5	10	8	8	8					
Loretto Academy	Loretto, Ky.	1830	1812	Mother Superior	R. C.	1	6	60	60	60	60	10	10	10	10	10	10					
Collegiate School for Young Ladies*	Louisville, Ky. (205 6th street).	1853	1854	S. B. Barton, A. M.	Presb.	1	6	60	60	60	60	10	10	10	10	10	10					
German and English Academy	Louisville, Ky.	.....	1866	William Mueller.	.....	2	2	85	45	40	85	85	85	85	85	85	85			
Marvin Female Academy*	Louisville, Ky. (113 Broadway).	.....	.....	S. T. Scott, A. M.	.....	2	2	85	45	40	85	85	85	85	85	85	85		
High School*	Manchester, Ky.	.....	1875	S. A. Harris, A. M.	Non-sect	2	1	100	75	70	65	25	55	0	0	0	0				
Marion Academy	Marion, Ky.	1868	1868	J. J. Nail and R. H. Adams.	Non-sect	2	2	145	75	70	65	25	55	0	0	0	0					
Mayfield Seminary	Mayfield, Ky.	0	1870	C. M. Williams	Non-sect	1	1	66	32	34	66	32	34	14	14	6	6					
Mayville Seminary	Mayville, Ky.	1830	1822	H. R. Blaisdell	Non-sect	2	0	95	47	48	93	2	6	3	3	0	0					
Minerva Male and Female College*	Minerva, Ky.	1856	1856	Isaac Reese and O. N. Weaver	Non-sect	2	0	117	52	65	95	22	4	8	0	1	1					
Morganfield Collegiate Institute*	Morganfield, Ky.	1837	1868	William W. May, A. M.	Non-sect	2	3	117	52	65	95	22	4	8	0	1	1					
Henry Male and Female College.	New Castle, Ky.	1851	1850	Rev. Robert Ryland, D. D.	Non-sect	2	3	115	54	61	94	19	1	1	0	1	1					
Bethel Academy	Nicholasville, Ky.	1798	1790	A. N. Gordon	Non-sect	2	2	51	51	51	51	31	31	30	30	30	30					

346	Jessamine Female Institute.	1852	1854	John M. Davis	Non-sect	1	3	70	18	58	48	22	8	6	10	3	0
347	Broadway Institute.	1868	1868	H. W. Browder	Non-sect	1	1	22	10	12	10	7	0	3	8	0	0
348	Owenton High School.	1873	1874	G. C. Crowe	Non-sect	1	2	80	40	70	70	7	0	4	4	0	0
349	Garth Female College.*	1876	1876	E. C. Young	Non-sect	2	3	72	40	32	13	13	0	0	0	0	0
350	Princeton College	1857	1861	E. Lee Blanton	Non-sect	2	3	61	30	31	58	10	4	10	2	0	0
351	Madison Female Institute	1857	1856	B. J. Pinkerton	Christian	1	4	76	16	60	76	6	0	0	0	0	0
352	Leithem Literary Institution.	1856	1856	R. A. Calvert	R. C.	1	61	61	61	61	61	61	61	61	61	61	61
353	Sharpsburg Male and Female College.	1875	1848	R. A. Calvert	Non-sect	2	1	90	50	40	90	30	10	30	20	4	4
354	Fairview Male and Female Seminary.*	0	1869	H. F. Jordan	Baptist.	1	2	72	34	38	50	3	3	3	3	5	1
355	Masonic Institute.	1866	1867	Thomas M. Mourning	Non-sect	1	1	45	20	25	45	5	0	0	0	0	0
356	Spencer Institute	1848	1849	R. Lewis Holson	Non-sect	2	2	65	30	35	65	21	4	4	4	4	4
357	Riverside Seminary	0	1872	Rev. L. B. Piersel	Math.	2	1	55	30	25	50	5	5	5	5	5	5
358	West Liberty High School.	1873	1873	F. M. Ingram	Christian	1	1	33	13	20	33	0	0	0	0	0	0
359	West Liberty Male and Female Seminary.*	1877	1877	J. M. P. Thornley	Baptist.	1	1	41	18	23	15	6	4	4	4	4	4
360	Winchester High School.	1877	1872	Th. Smith	Non-sect	3	2	100	44	56	100	40	20	15	10	6	6
361	Melrose College.	0	1864	Arthur D. Payles	Non-sect	2	2	45	45	40	25	4	6	4	4	4	4
362	Milwood Female Institute	1870	1866	Miss M. B. McAlmont	M. E.	1	4	674	14	60	65	10	4	0	0	0	0
363	Convent of the Presentation.	1869	1866	Sister Mary Hyacinth	R. C.	0	4	36	0	36	35	0	30	0	0	0	0
364	St. Hyacinth's Academy	1869	1866	Sister M. Seraphina.	R. C.	0	5	23	0	23	23	0	7	0	0	0	0
365	St. Matthew's Academy b	1859	1859	Indovio Enant	Non-sect	4	3	144	81	63	63	63	63	63	63	63	63
366	Hebrew Educational Institute	1865	1865	Utric Bettison	Non-sect	4	3	144	81	63	63	63	63	63	63	63	63
367	Loquet-Leroy Institute*	1871	1871	Mrs. S. B. Loquet-Leroy	Non-sect	5	10	80	0	80	80	80	80	80	80	80	80
368	{ St. Joseph's School for Boys. }	0		{ Rev. A. Krabler	R. C.	0	8	373	198	175	175	175	175	175	175	175	175
369	{ St. Joseph's School for Girls. }	0		{ Sister Rose Genevieve. }	R. C.	0	8	373	198	175	175	175	175	175	175	175	175
370	Trinity School.	1836	1836	D. T. Timberlake, A. B.	M. E.	3	4	128	65	63	89	27	0	10	0	0	0
371	East Maine Conference Seminary	1850	1851	Rev. George Forsyth, A. M.	M. E.	3	2	177	105	72	42	52	13	12	1	1	1
372	Corinna Union Academy	1851	1851	Wynan B. Plier	Non-sect	4	0	112	53	59	63	15	4	14	0	0	3
373	Greely High School.	1868	1868	David Blin Fuller	Non-sect	2	2	229	141	88	169	42	18	21	8	3	4
374	Exeter High School.	1866	1866	W. L. Watson	Non-sect	1	1	35	17	18	33	3	3	3	3	3	3
375	Abbott Family School, Little Bine	1870	1844	A. H. Abbott	Non-sect	2	1	20	20	10	10	5	6	2	2	2	2
376	Foxcroft Academy	1823	1823	E. P. Sampson, A. B.	Non-sect	2	1	139	71	68	116	20	3	5	1	0	0
377	Freedom Academy	1836	1838	John Stephenson	Non-sect	1	1	53	40	18	56	2	1	0	0	0	0
378	Hallowell Classical and Scientific Academy.	1872	1874	Rev. A. W. Burr, A. M.	Cong	2	4	112	56	56	54	26	24	26	0	7	0
379	Hampton Academy*	1802	1810	A. E. Rogers	Non-sect	2	2	60	25	35	28	15	10	5	3	2	2
380	Hardland Academy	1832	1845	G. F. Youngman	Non-sect	1	1	92	42	50	80	10	2	2	2	2	2
381	Lee Normal Academy	1845	1845	Marion Douglas, A. B.	Non-sect	2	1	98	47	51	91	7	2	5	5	5	5
382	Litchfield Academy.	1803	1803	Frank Alvin Rogers, M. D.	Cong	3	3	98	47	51	91	7	2	5	5	5	5
383	Monmouth Academy	1803	1797	Edson E. Owen	Non-sect	1	1	30	45	77	21	21	21	21	21	21	21
384	Lincoln Academy.	1801	1804	G. M. Thurlow, A. M.	Non-sect	1	1	172	92	80	140	21	11	10	0	1	0
385	Easton Family and Day School	1801	1801	Hamlin F. Eaton	Non-sect	2	3	110	60	50	50	50	50	50	50	50	50
386	Anson Academy	1856	1856	G. A. Stuart, A. B.	Non-sect	2	3	110	60	50	50	50	50	50	50	50	50

* From Report of the Commissioner of Education for 1877. a Of these 14 are boys in primary classes. b Suspended. c Also one student preparing for medical course.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.		
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
387 Paris Hill Academy a.....	Paris, Me.....	1856.....	1857.....	Charles A. Black, A. M.....	Non-sect.....	1	2	48	28	20	30	12	10	0	0	0	0	.....	.....
388 Patten Academy and Free High School.....	Patten, Me.....	1846.....	1847.....	Charles H. Benjamin.....	Non-sect.....	1	1	71	38	33	49	11	11	0	0	0	0	.....	.....
389 City of Portland School.....	Portland, Me.....	1792.....	1798.....	Daniel D. Patten.....	Non-sect.....	2	2	41	34	7	22	19	5	9	10	2	.....	.....	.....
390 Berwick Academy.....	South Berwick, Me.....	1873.....	1857.....	Orlando M. Lord.....	Non-sect.....	1	1	30	14	16	26	2	2	2	0	2	0	.....	.....
391 Franklin Family School.....	Topsfield, Me.....	1873.....	1857.....	D. L. Smith.....	Non-sect.....	2	2	24	17	7	12	6	7	3	2	0	2	.....	.....
392 Oak Grove Seminary and Commercial College.....	Vassalboro', Me.....	1857.....	1846.....	Edward H. Cook, A. B.....	Friends.....	5	3	72	40	32	57	13	2	8	0	0	0	.....	.....
393 Boy's School of St. Paul's Parish.....	Baltimore, Md. (258 Saratoga street).	1853.....	1853.....	Randolph I. Geare.....	P. E.....	1	0	30	30	0	30	8	0	0	0	0	0	.....	.....
394 F. Knapp's German and English Institute.....	Baltimore, Md. (29, 31 and 33 N. Holliday st.).	1864.....	1852.....	Frederick Knapp.....	Non-sect.....	6	5	500	350	150	(400)	.....	.....	.....	.....	.....	.....	.....	.....
395 Morison Academy.....	Baltimore, Md.....	1859.....	1859.....	Helen S. Fletcher.....	P. E.....	4	4	50	50	70	.....	.....	.....	.....	.....	.....	.....	.....	.....
396 Mt. Vernon Institute.....	Baltimore, Md. (46 Mt. Vernon Place).	1859.....	1859.....	Mrs. Mary J. Jones and Mrs. B. Maitland.	P. E.....	4	7	70	70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
397 Newton Academy.....	Baltimore, Md. (798 W. Baltimore street).	.....	1844.....	Thomas Lester.....	Non-sect.....	3	.....	30	30	.....	30	6	12	.....	.....	5	.....	.....	.....
398 Oxford School for Boys.....	Baltimore, Md. (McMechen street, near Madison avenue).	.....	1873.....	W. C. Hynds, A. M.....	Non-sect.....	1	.....	20	20	.....	20	11	.....	3	.....	.....	.....	.....	.....
399 Patterson Park Seminary.....	Baltimore, Md. (322 E. Baltimore street).	.....	1877.....	Misses French and Randolph	Non-sect.....	.....	4	20	.....	20	20	.....	20	.....	.....	.....	.....	.....	.....
400 Roland Academy.....	Baltimore, Md. (233 Hoffman street).	.....	1872.....	Miss Rebecca McConkey.....	Non-sect.....	1	6	65	.....	65	45	20	65	.....	.....	.....	.....	.....	.....

		1842		R. C.	8	0	160	160	0	160	12	160	12	18	3	4
401	St. Joseph's Academy (Calvert Hall).		Baltimore, Md. (79 Saratoga st.).		Brother Gustavus											
402	School for Boys	1864	Baltimore, Md.		George G. Carey, A. M.				43	43		20			2	
403	School for Young Ladies		Baltimore, Md. (205 W. Biddle st.).		Sarah A. Jenness		5	0	3	20	0	20	4	3		
404	Southern Home School*	1842	Baltimore, Md. (107 N. Charles st.).	Non-sect	Mrs. W. M. Cary, Mrs. H. C. Peggam.		4	8	60	0	60					
405	Stewart Hall Collegiate and Commercial Institute.	1807	Baltimore, Md. (1028 W. Baltimore st.).	Non-sect	Rev. J. N. Hank, A. M.		4		41	44		16	20	4	6	
406	Zion School of Baltimore	1834	Baltimore, Md. (N. Gay st.).		Dr. Henry Sheib		7	2	415	280	135					
407	Brookville Academy	1835	Brookville, Md.	Non-sect	S. H. Coleman		1	0	18	18	0	13	5	2	1	
408	Overlea Home School for Young Gentlemen	1860	Catonsville, Md.		Rev. Geo. W. Ebdings, Ph. D.		2		20	20		2	5	16	5	1
409	Charlotte Hall School	1797	Charlotte Hall Post Office, Md.	Non-sect	William T. Briscoe		4		45	45		25	20	19	20	10
410	Holy Trinity School	1868	Churchville, Md.	P. E.	Rev. Edward A. Colburn		1	1	18	6	12					
411	College of St. James	1840	College of St. James, Md.	P. E.	Henry Onderdonk, A. M.		4		35	35				25	3	
412	West Nottingham Academy	1812	Near Coloma, Md.	Non-sect	George K. Dechtel, A. M.		2	0	47	47	0	30	17	6	2	
413	Elkton Academy*	1817	Elkton, Md.	Non-sect	Thomas L. Graham		2	1	80	60	20	80	10	3	4	
414	Academy of the Visitation		Frederick, Md.	R. C.	Sisters of the Visitation, V. M.				75		75					
415	St. John's Literary Institution	1829	Frederick, Md.	R. C.	Rev. A. J. Tisdall		3		60	60		60	5	2		
416	Glenwood Institute*	1878	Glenwood, Md.	R. C.	Prof. L. G. Matthews, A. M.		3		60	60		48	25	17	14	7
417	Notre Dame of Maryland College	1864	Govanstown, Md.	R. C.	Ven. Mother Mary Theophila, ss. N. D.		4	20	150	0	150	150	40	0		5
418	Hagerstown Female Seminary*	1852	Hagerstown, Md.	Luth.	Prof. C. L. Keedy, A. M., M. D., rector.		3	6	80		80	89	40	28		
419	Mt. St. Clement's Preparatory College.	1872	Hechester, Md.	R. C.	Rev. Joseph M. Schwarz, C. ss. N.		8	0	98	98	0	(98)		0	0	9
420	St. John's Female Seminary	0	Near Knoxville, Md.	Ref'd Ger	Rev. George Lewis Staley		1	2	27		27	20	7	8		
421	Lutherville Female Seminary	1833	Lutherville, Md.	Luth.	Rev. J. R. Dumm, A. M.		2	5	51		51	27	8	1		
422	New Windsor College	1848	New Windsor, Md.	Presb.	Rev. A. M. Jelly, D. D.		7	33	42	50	23	6	19			
423	McDonough School	1873	Owings Mills, Md.	Non-sect	William Allan, A. M.		4	0	50	0	50	0	28	1		1
424	St. George's Hall for Boys	0	Reisterstown, Md.	P. E.	Prof. James C. Kinear, A. M.		4	0	40	40	0	30	10	6	4	2
425	The Hannah More Academy	1832	Reisterstown, Md.	P. E.	Rev. Arthur J. Rich, A. M., M. D., rector.		4	3	32		32	32	22	6		
426	Rockland School	1878	Sandy Spring, Md.	Non-sect	Henry C. Hallowell, A. M.		2	3	30	4	26	30	4	6	1	0
427	Pen Lucy Academy	1807	Waverly, Md.	R. C.	Richard Malcolm Johnston		1	0	20	20	0	10	4	6	0	3
428	Mt. Pleasant Institute for Boys	1846	Amherst, Mass.	P. E.	Henry C. Nash, A. M.		3	0	16	16		16	8	4	8	2
429	Punchard Free School	1851	Andover, Mass.	Non-sect	William G. Goldsmith, A. M.		2	2	57	29	28	57	0	20	0	0
430	Family School	1866	Belmont, Mass.	Non-sect	Mary C. Pratt		3	3	13	2	11	8	0	0	0	1
431	Powers Institute	1858	Barnardston, Mass.	Non-sect	F. E. Stratton, A. M.		3	4	104	51	53	56	39	9	8	
432	Howe School	1852	Billerica, Mass.	Non-sect	Samuel Tucker		1	1	44	13	31	43	1	6	1	1
433	Houghton School	1848	Bolton, Mass.	Non-sect	C. R. Whitcombe		1		35	31	24					1
434	Codman Mansion Home School	1867	Boston, Mass.	P. E.	Mrs. S. M. Cochrane		2	5	16		16					
435	Home and Day School	1872	Ter square), Boston, Mass. (68 Ches-	Non-sect	Mrs. S. H. Hayes		3	7	42		42	42	10	20	4	1

b Suspended; report is for 1877.

a Temporarily suspended.

* From Report of the Commissioner of Education for 1877.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students,										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
436	Mary W. Mitchell's School for Young Ladies.	Boston, Mass. (61 Worcester street).	1878	Miss Mary W. Mitchell	Unit'n.	1	3	42	12	30	.....	5	37	3	.....	.....	.....
437	Miss Putnam's English and Classical Family and Day School.	Boston, Mass. (68 Marlboro' street).	1866	Miss M. L. Putnam	P. E.	1-3	7	13	.....	13	13	13	0	0	0	0	0		
438	Newbury Street School	Boston, Mass. (34 Newbury street).	.....	Miss M. S. Devereux	Non-sect	5	6	33	0	33	33	15	30	.....	.....	.....	.....
439	Otis Place School *	Boston, Mass. (5 Otis Place).	1872	Mrs. A. C. Martin	.....	3	4	36	.....	36	.....	.....	.....	.....	.....	.....	.....
440	St. Margaret's School	Boston, Mass. (5 Chestnut street).	1875	Sister Louisa Mary, superior	P. E.	.....	11	27	.....	27	.....	.....	.....	.....	.....	.....	.....
441	School of Modern Languages	Boston, Mass. (4 Boylston Place).	1870	Arnold A. F. Züllig	.....	1	.....	55	10	45	.....	.....	.....	.....	.....	.....	.....
442	Union Park School for Young Ladies.	Boston, Mass. (18 Concord square).	1856	Henry Williams	Unit'n.	2	5	47	.....	47	47	2	40	.....	.....	.....	.....
443	Thayer Academy	Brantree, Mass	1879	J. B. Sewall, A. M.	Non-sect	5	1	54	21	33	49	32	54	32	0	4	0		
444	Hitchcock Free High School	Brimfield, Mass.	1855	E. W. Norwood, A. M.	Non-sect	2	2	147	87	60	31	9	13	9	.....	.....	.....
445	St. Mary's Parochial School	Cambridge, Mass.	1875	Rev. Thomas Scultz	R. C.	5	24	1,270	630	640	1,220	50	40	20	10	5	1		
446	Wayside Family School*	Concord, Mass.	1866	Mary C. Pratt	Non-sect	3	3	13	3	10	13	5	6	0	1	0	0		
447	Deerfield Academy and Dickinson High School.	Deerfield, Mass.	1877	J. Y. Bergen, jr., A. M.	Non-sect	2	1	75	40	35	75	20	20	.....	.....	.....	.....
448	Nichols Academy	Dudley, Mass.	1818	Marcellus Coggan, A. M.	.....	3	1	71	40	31	46	25	2	19	.....	.....	.....
449	Partridge Academy	Duxbury, Mass.	1829	Edward B. Maglathlin	Non-sect	1	1	52	25	27	45	7	15	2	1	.....	.....
450	Home School for Young Ladies	Everett, Mass.	1874	Mrs. A. P. Potter and Miss O. J. Pierce.	Baptist.	1	4	25	.....	25	25	20	.....	.....	.....	.....	.....

451	Lawrence Academy	Falmouth, Mass	1833	1831	Lucan Hunt, A. M.	Non-sect	1	1	24	6	18	24	6	0	2	1	1
452	Deer Academy	Franklin, Mass	1865	1865	Miss H. M. Parkhurst	Univ	2	5	56	0	56	30	14	22	5	4	2
453	Sedgwick Institute	Great Barrington, Mass	1857	1857	Rev. H. J. Van Lompep, D. D.	Univ	2	3	17	17	8	9	8	3	4	2	
454	Prospect Hill School	Greenfield, Mass	1869	1869	Miss Sabra Wright	Univ & N	2	4	30	30	30	12	12	2	15	8	1
455	The Elms	Hadley, Mass	1866	1866	Misses Porter and Champney	Cong. & P. E.	2	2	12	12	12	12	12	2	8		
456	Hanover Academy	Hanover, Mass	1828	1828	John G. Knight	Non-sect	1	45	25	20	39	6				1	0
457	Derby Academy	Hingham, Mass	1797	1797	Edw'd. Higginson, preceptor	Non-sect	1	2	32	22	10						
458	St. Patrick's Female Academy	Lovell, Mass	1852	1852	Sister Desirée	R. C	10	120	120	120	25	60					
459	Barstow School	Matapoisett, Mass	1870	1870	Charles W. Benton	Non-sect	1	33	16	17	14	10				3	
460	Easton Family School	Middleborough, Mass	1854	1854	Amos H. Eaton	Non-sect	1	2	30	20	30	1	0				
461	Peirce Academy	Middleborough, Mass	1835	1868	George H. Codin	Baptist	4	5	60	35	25	40	15	9	11	3	2
462	Admiral Sir Isaac Coffin's Lunatic School	Nantucket, Mass	1827	1827	E. B. Fox	Non-sect	1	3	80	35	45	30	40	0	0	1	0
463	Friends Academy	New Bedford, Mass	1812	1812	Andrew Ingraham	Non-sect	4	1	36	22	14	11	25	28	19	6	4
464	{ Consolidated High and Putnam Schools.	{ Newburyport, Mass	1838	{ 1764 { 1843 { 1848	Amos H. Thompson	Non-sect	3	3	229	102	127	157	72	51	6	2	0
465	South Berkshire Institute	New Marlboro', Mass	1856	1856	S. T. Frost, A. M.	Cong	2	4	48	23	25	26	13	9	5	3	1
466	New Salem Academy	New Salem, Mass	1795	1795	William H. Smiley, A. B.	Non-sect	1	1	55	30	25						
467	Hillside Boarding and Day School*	Roxbury, Mass	1877	1877	Mrs. S. M. Cochrane	P. E.	2	4	20	20	20	20	14				
468	Home and Day School	Mass. (Dumethplaco)	1847	1847	Miss Jeannette P. Watson	Non-sect	3	14	3	11							
469	Savin Academy	Sherborn, Mass	1871	1874	Edward A. H. Allen, C. E.	Non-sect	1	3	26	15	11				2		
470	Dummer Academy	South Deyfield, Mass	1782	1763	Rev. E. G. Parsons, M. A.	Non-sect	1	1	32	19	13	21	8	6	5	0	0
471	Family and Day School for Young Ladies*	Springfield, Mass			Catharine L. Howard	Unit'n	1	6	40								
472	Hillside Home	Stockbridge, Mass	1875	1875	Miss Adele Brewer	Cong	1	2	13	13	13	3	9				
473	Waltham New Church School	Waltham, Mass	1860	1860	Benjamin Worcester	N. Jer. C.	2	6	60	25	35				3		2
474	Wesleyan Academy	Wilbraham, Mass	1824	1825	Rev. Nathaniel Fellows, A. M.	M. E.	8	2	287	176	111	172	90	27	47	6	9
475	English and Classical School	Williamstown, Mass	1876	1876	Rev. N. H. and M. Eggleston	Non-sect	2	1	11	10	10	6	10			1	
476	Highland Military Academy	Worcester, Mass	1846	1846	C. B. Metcalf, A. M.	Non-sect	6	50	50	50	50	50	6	6	4	5	3
477	Miss Williams' School	Worcester, Mass	1873	1873	Ava Williams	Non-sect	1	5	25	25	23	16	25				
478	School of Modern Languages	Worcester, Mass. (23 Main street)	1875	1875	Miss Minna V. Fitch	Non-sect	0	3	89	17	72	9			80		
479	Detroit College	Detroit, Mich	0	1877	Rev. J. B. Miegé, S. J	R. C	5	96	96			95	80	15			
480	German American Seminary*	Detroit, Mich. (Lafayette street)	1861	1861	Emil Pollmar	Non-sect	4	4	220	132	88						
481	Mrs. Towle's School*	Detroit, Mich. (35 Lafayette avenue)	1859		Mrs. S. Towle	Non-sect											

*From Report of the Commissioner of Education for 1877.

TABLE VI.—Statistics of institutions for secondary instruction for 1878, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
489 Grove Lake Academy.....	Grove Lake, Minn.....		1877	D. J. Cogan.....	Non-sect	3	...	36	36	...	36	3	...	3	5	...	...
490 Convent of the Blessed Sacrament.....	Hokah, Minn.....		1868	Sister Superior.....	R. C.	0	4	30	0	30	...	...	...	...	...	...	...
491 School of the Holy Apostles.....	Mankato, Minn.....		1873	P. Schmitzler.....	R. C.	4	5	265	120	145	40	12	...	12	...	6	...		
492 St. Olaf's School.....	Northfield, Minn.....	1874	1875	Thorbjorn Nilson Mohn.....	Ev. Luth	3	1	64	51	13	31	9	24	...	...	...	...
493 Minnesota Academy.....	Owatonna, Minn.....		1878	Samuel H. Baker, A. B.....	...	4	2	173	89	84	62	87	(24)	...	...	...	...
494 Christ Church Parish School.....	Red Wing, Minn.....		1861	Rev. George W. Watson.....	P. E.	1	1	60	20	40	52	8	...	...	...	...	...
495 Rochester English and Classical School.....	Rochester, Minn.....			Sanford Niles.....	...	...	...	...	...	...	...	...	...	...	...	...	...
496 Assumption School.....	St. Paul, Minn.....		1855	Valentine Strimmler.....	...	4	5	490	150	300	400	100	200	50	12	5	...		
497 Leighton Academy*.....	St. Paul, Minn.....		1871	Rev. W. R. Powell, rector.....	P. E.	2	3	25	...	25	20	5	...	...	...	...	...
498 St. Joseph's Academy*.....	St. Paul, Minn.....	1867	1850	Sister Celestine.....	R. C.	2	12	120	...	120	120	4	7	...	...	...	...
499 St. Louis School.....	St. Paul, Minn.....	1871	1872	Sisters of St. Joseph.....	R. C.	...	2	120	40	80	120	...	120	...	...	...	...
500 St. Paul Home School*.....	St. Paul, Minn. (36 Light street). St. Peter, Minn.....		1853	Mrs. M. V. Brown.....	P. E.	4	6	75	35	40	60	...	25	...	15	5	3		
Gustavus Adolphus College.....	St. Peter, Minn.....	1874	1876	Rev. J. P. Nyquist.....	Ev. Luth	3	0	65	59	6	...	15	...	13	...	6	...		
Wesleyan Methodist Seminary.....	Wassioja, Minn.....	1873	1873	E. G. Paine, A. M.....	Wes. Me	1	2	132	79	53	37	32	3	17	10	2	0		
Yazoo District High School*.....	Black Hawk, Miss.....			E. W. Tarrant, A. B.....	M. E. So.	1	3	78	48	30	62	13	3	6	2	...	...
Mt. Hermon Female Seminary*.....	Clanton, Miss.....	1873	1875	Sarah A. Dickey.....	Non-sect	2	2	21	...	21	21	...	...	...	...	...	...
Grange High School.....	Fayette, Miss.....		1876	J. E. Blankenship.....	Non-sect	1	1	80	39	41	80	4	...	2	...	2	...		
Grenada Female College*.....	Grenada, Miss.....	1875	1875	Rev. D. D. Moore.....	M. E.	1	1	30	...	60	60	20	0	...	...	...	...
Chalmers Institute.....	Holly Springs, Miss.....			W. A. Anderson.....	...	1	1	30	30	...	6	...	...	...	...	...	...
Inka Female Institute.....	Inka, Miss.....		1866	N. A. Flournoy, A. M.....	Non-sect	2	2	57	12	45	57	30	6	0	0	0	0		
McComb City Academy.....	McComb City, Miss.....			Miss Ellen Hamerton.....	Non-sect	2	2	44	17	27	44	...	...	...	...	...	...
Pontotoc Male Academy.....	Pontotoc, Miss.....			F. C. Austin.....	Non-sect	2	0	40	40	0	40	6	12	3	3	1	...		

511	Sardis Institute*	Sardis, Miss.	0	1864	J. S. Colney	2	3	100	90	70	114	46	11	24	0	13	0
512	Vaiden Male and Female Institute.	Vaiden, Miss.	1872	J. S. Colney	Fresh	1	2	100	55	45	100	8	1	5	3	5	
513	Watson Seminary	Ashley, Mo.	1847	Jos. C. Watkins, A. M.	Non-sect	2		77	42	35	77	7		7	0		
514	The Kemper Family School.	Boonville, Mo.	0	E. T. Kemper, A. M.	Non-sect	4	3	42	42	0	21	15	6	6	0	4	0
515	Bellevue Collegiate Institute.	Calcatonia, Mo.	1867	Rev. Thos. M. Finney, D. D., president.	M. E. So	3	2	140	68	72							
516	St. Joseph's Academy*	Edina, Mo.	1863	Sister Teresa	R. C.			85	40	45		0	0	0	0	0	0
517	Grand River College	Edinburg, Mo.		Rev. Thomas H. Storts, A. M.	Baptist	2	3	100	50	50	100	20	5	50	30		
518	Carlton Institute	Farmington, Mo.	1859	Miss E. A. Carlton, pres't.	M. E.	2	3	83	43	40					4		
519	Kirkwood Seminary	Kirkwood, Mo.	1868	Miss Anna C. Sneed	Non-sect	3	7	450	(480)								
520	Marionville Collegiate Institute.	Marionville, Mo.	1871	Rev. Jasper A. Smith, A. M.	M. E.	2	1	135	88	110	26		26				
521	Morrisville Male and Female Col- legiate Institute.	Morrisville, Mo.	1872	Rev. W. C. Godbey	M. E. So	3	3	122	65	57	105	17	8				
522	Oak Ridge High School.	Oak Ridge, Mo.	1879	W. F. Carrington	Non-sect	2	1	301	50	50	100		2	2			
523	Palmyra Seminary*	Palmyra, Mo.	1857	J. M. McMurry and S. A. B. Pryor.	Non-sect	1	3	101	36	65	101	10					
524	St. Paul's College	Palmyra, Mo.	1852	Rev. J. A. Wainwright, A. M., M. D.	P. E.	4	2	60	42	18		40	17	10			
525	St. Charles College	St. Charles, Mo.	1837	B. S. Newland, president.	M. E. So.	1	3	65	31	34		8	15				
526	Young Ladies' Institute	St. Joseph, Mo.	1869	Rev. Charles Martin, M. D.	Non-sect	3	8	94	4	90	90	6	25				
527	German Institute*	St. Louis, Mo. (215 South 3d street).		John Eyer	Non-sect	4		100	100		100	15	60				
528	Mrs. Cuthbert's Seminary.	St. Louis, Mo. (corner 16th and Pine streets).	1865	Mrs. Eugenia Cuthbert	Non-sect	4	7	150		150		50	100				
529	St. Patrick's Academy*	St. Louis, Mo.	1868	Brother Nicholas	R. C.	12	128	128		128	0	49		10	8		
530	School of the Good Shepherd.	St. Louis, Mo. (2029 Park avenue).	1873	Sister Catharine	P. E.	2	10	44	4	40	44	8					
531	Shelby High School*	Shelbyville, Mo.	1855	Daniel M. Conway	M. E. So.	2	2	67	37	30					2		
532	Stewartville Seminary	Stewartville, Mo.	0	Rev. W. O. H. Perry, A. M.	Non-sect	1	1	90	52	32	80	10	0	10	30	6	0
533	Wheatleau Christian Institute	Wheatleau City, Mo.	1869	Rev. Emerson Barber	Christian	2	100	58	48	90	10				100		
534	Brownell Hall	Omaha, Nebr.	1867	Rev. Robert Doherty	P. E.	3	5	80	6	74	80	22	26	2	0	1	0
535	St. Mary's School	Virginia City, Nev.															
536	Precior Academy*	Anderson, N. H.	1874	Rev. Alva H. Morrill, A. M.	Christian	1	2	75	42	33	64	4	7	2	0	0	0
537	Atkinson Academy*	Atkinson, N. H.	1791	John V. Hazen	Cong.	1	41	31	10	32	11	2	3	0	1	0	0
538	Beede's Academic and Normal Institute.*	Centre Sandwich, N. H.	0	Daniel G. Beede.	Non-sect	2	1	630	615	615	630	0	0	0	0	0	0
539	Chester Academy	Chester, N. H.		Vacant	Non-sect		1	40	20	20	35	7					
540	Stevens High School	Clarendon, N. H.	1868	Arthur J. Swain, A. M.	Non-sect	1	2	113	51	62	105	8	14	4	1		
541	Colebrook Academy	Colebrook, N. H.	1835	D. M. McPherson	Non-sect	1	2	80	40	60	13	10			1		
542	Contoocook Academy	Contoocookville, N. H.	1856	Rev. Charles Hardon	Sword'b'n	1	32	20	12	32	9	0					
543	Deering High School	Deering, N. H.	1852	Herod Chase, secretary	Non-sect	1	0						0	0	0	0	
544	Pinkerton Academy	Derry, N. H.	1815	Edmund R. Angell, A. M.	Non-sect	1	1	52	27	25	45	15	7	10	1	1	
545	Pinkerton Academy	Dover, N. H.	1818	John Scales, A. M.	Non-sect	1	3	65	35	30							
546	Penacook Academy	Fisherville, N. H.	1866	Prof. Charles A. Caldwell	Non-sect	1	21	18	3	14	7	0	1	2			
547	Frankstown Academy	Frankstown, N. H.	1819	Harvey S. Corvell, A. M.	Non-sect	1	4	107	63	44	74	33	6	18	1	0	0
548	Gilmanston Academy	Gilmanston, N. H.	1794	Frank M. McCutchins, A. B.	Cong.	1	3	42	21	21	25	2	20	0	1	0	
549	Brackton Academy	Greenland, N. H.	1825	Miss S. C. Merrill	Non-sect	0	4	20	30	50	35	12	4	5	0	0	0
550	Hillsborough Bridge Union School	Hillsborough Bridge, N. H.	1863	Harry L. Brickett, A. M.	Non-sect	1	117	64	53	102	12	3	2				

* From Report of the Commissioner of Education for 1877.

^a From Report of the Commissioner of Education for 1877.

b Average.

c School not in session at present.

Blainstown, N. J.	1848	Presb.	Henry D. Gregory, A. M., Phil. D.	2	3	62	42	23	57	37	4	3	0	3	0
Blairstown, N. J.	0	Episcop.	Edgar Haas, A. M.	2	53	35	30	57	4	6	0	0	0	0	0
Bordentown, N. J.	1868	Episcop.	Edgar Haas, A. M.	4	5	50	60	87	63	27	30	5	7	3	7
Bridgeton, N. J.	1861	Presb.	Leonard J. Brown	2	1	50	60	620							
Crabtree, N. J.	1863	Non-sect.	James H. Linsley, Phil. D.	4	3	90	60	30	12	7	9				
Crabtree, N. J.	1873	P. E.	Misses J. L. & A. Hayward	4	4	30	60	30	30	8	28				
Elizabeth, N. J.	1869	Presb.	Miss W. C. Read	2	5	45	10	35	45	5	7				
Elizabeth, N. J. (279 N. Broad street).	1861	Presb.	Isaiah N. Leigh	1	1	52	27	25	40	12	0	12	0	1	0
Elizabeth, N. J. (521 N. Broad street).	0	Presb.	Rev. A. G. Chambers	6	0	65	65	0	35	30	25	10	12	5	5
English and Classical School	0	Presb.	S. D. Brooks	1	2	41	17	41	6	6	3				
Freeland, N. J.	1870	Meth.	Rev. George H. Whitney, D. D.	6	5	185	111	74	80	105	53	35	11	10	0
Hackensack, N. J.	1869	Presb.	Rev. William M. Wells, A. M.	1	3	40	8	32	40	11	3	1	0	0	0
Hackettstown, N. J.	1874	Non-sect.	John A. Von Duisburg			50									
Hackettstown, N. J.	0	Non-sect.	Magnus Schoeder	11	3	395	263	132						1	1
Hightstown, N. J.	1861	Ref. D.	Rev. Leopold Mohr	3	3	113	62	51	113	5	113	5	2		1
Hoboken, N. J.	1870	Ref. D.	Miss Mathilde Schmidt	4	5	130			130	130	50	130			
Hoboken, N. J. (corner 6th st. and Park ave.).	1863	Non-sect.	Miss Elizabeth H. Boggs	2	4	0	30	60	3	5	3	3			1
Hoboken, N. J. (352 Bloomfield street).	0	Non-sect.	M. Oakley, A. M.	1	45	30	15	39	6	3	1				
Hopewell, N. J.	1873	Non-sect.	Henry C. Miller, A. M., and Charles C. Stimets.	9	135	135			80	55	60	28	15	5	2
Jamesburg, N. J.	0	Presb.	Rev. Samuel M. Hamill, D. D.	6	0	58	58		28	30	12				
Jersey City, N. J. (109 Grand street).	1810	Presb.	Rev. R. Hamill Davis, Phil. D.	1	3	30		30							
Lawrenceville, N. J.	1835	Presb.	Rev. Jacobus, A. M.	2	2	90	39	51	90	26	7	5			
Lawrenceville, N. J.	1855	P. E.	Rev. Julius D. Rosé, A. M., M. D., Phil. D.	1	1	25	13	12	25	14	8	4	1	0	0
Lawrenceville, N. J.	1872	Presb.	Mrs. Mary E. Morrison	2	20			20		1					
Lawrenceville, N. J.	1875	Non-sect.	Rev. S. N. Howell, A. M.	2	7	45		45	20	25					
Lawrenceville, N. J.	1860	Non-sect.	Miss E. Elizabeth Dana	2	7	45		45	20	25					
Lawrenceville, N. J.	1875	Non-sect.	S. A. Longwell	1	8	00		60							
Lawrenceville, N. J.	1875	Presb.	John M. Plourts	2	1	45	0								
Lawrenceville, N. J.	1860	Presb.	Rev. J. U. Gunther	3	1	200	80	120	60	20	15	10	6	1	1
Lawrenceville, N. J.	1841	Ref.	The Misses Bucknall	2	3	30		30	30	30					
Lawrenceville, N. J.	0	Non-sect.	Mrs. Martha S. Parks	2	4	40		40	40	6	39	0	0	0	0
Lawrenceville, N. J.	1871	Non-sect.	S. S. Stevens, A. M.	2	3	50		30	20	40	15	4	4	1	
Lawrenceville, N. J.	1849	P. E.	Chas. W. Stickle, A. M.	2	2	25		21	4	18	6	1	3	1	
Lawrenceville, N. J.	0	Non-sect.	Rev. J. C. Wyckoff	2	3	37		5	32	37	7	6	0	1	0

*From Report of the Commissioner of Education for 1877.

***b* Average number.**

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
606 Tallman Seminary.....	Peterson, N. J. (York avenue).	0	1862	Mrs. G. C. Tallman, jr.	Non-sect	1	5	75	35	40	75	25	20	....	....	2	2	
607 Pennington Institute.....	Pennington, N. J.	0	1844	Rev. A. P. Lasher	Non-sect	2	1	51	35	16	51	2	0	....	....	....	....
608 North Plainfield Seminary for Young Ladies.	Plainfield, N. J.	....	1876	Miss M. Helen Burrows	Non-sect	1	3	21	0	21	21	....	20	3	....	....	....
609 Select School.....	Plainfield, N. J.	0	1871	Miss Hattie M. Conrey	Baptist..	0	1	10	7	3	10	0	0	0	0	0	0			
610 Seminary at Ringoes.....	Ringoes, N. J.	....	1870	Mrs. K. B. Larson	Baptist..	1	2	40	16	24	31	7	2	2	....	....	1
611 Union Academy*.....	Shiloh, N. J.	1849	1878	W. G. Bonham	Baptist..	1	1	20	10	10	20	....	....	....	....	....	5
612 Miss Sarah B. Mathews's School.	Summit, N. J.	....	1876	Miss Sarah B. Mathews	Non-sect	0	3	20	4	16	20	....	....	....	....	....	0
613 Summit Institute*.....	Summit, N. J.	0	1876	M. F. Hoagland	Presb.	1	4	33	15	18	33	8	10	0	0	0	0			
614 Trenton Academy.....	Trenton, N. J.	1785	1781	W. W. Woodhull, A. M., Ph. D.	Non-sect	2	....	235	235	....	....	6	0	0	0	0	0
615 Vineland Institute.....	Vineland, N. J.	....	1876	Pratonia E. Parkhurst	Non-sect	....	....	223	223	....	....	....	....	....	....	....	....
616 Home Boarding School for Boys and Young Men.	Waterford, N. J.	....	1877	Rev. James G. Shinn, A. M.	Non-sect	1	1	7	7	0	7	4	5	1	3	0	0		
617 Hungerford Collegiate Institute	Adams, N. Y.	1864	1864	Albert B. Watkins, A. M., Ph. D.	Non-sect	5	4	119	61	58	92	15	12	2	2	0	1			
618 Albany Academy*.....	Albany, N. Y.	....	1814	Merrill E. Gates, A. M.	Non-sect	9	3	251	251	0	21	230	60	125	30	8	1		
619 English, French, and Classical Institute.	Albany, N. Y. (131 N. Pearl street).	....	1874	Monsieur and Madame Commette.	Non-sect	....	....	584	584	....	....	....	....	....	....	....	....
620 Albion Academy.....	Albion, N. Y.	....	....	Freeman A. Green, A. M.	....	2	2	125	125	....	....	....	....	....	....	....	....
621 Alfred University (academic department). ^c	Alfred, N. Y.	....	....	Jonathan Allen, D. D., Ph. D.	....	7	5	370	....	....	....	21	....	(b2)	(b3)	....	....	
622 Almond Academy.....	Almond, N. Y.	1834	1835	Gordon Evans, A. M.	Non-sect	2	1	92	92	....	....	10	....	(d1)	....	....	....
623 Amenia Seminary.....	Amenia, N. Y.	....	....	Prof. E. C. Allen, A. M.	Non-sect	2	4	65	41	24	65	10	21	....	....	....	....

624	Amsterdam Academy and Female Seminary.	Amsterdam, N. Y.	1839	1889	William W. Thompson, A. M.	Non-sect	4	3	210	1112	98	68	42	90	37	0	28	3
625	Ives Seminary.	Antwerp, N. Y.	{1856} {1861}	1861	Rev. Geo. G. Dains, A. M.	Meth.	3	4	140	64	76	.....	.....	.....	12	5	1	.....
626	Argyle Academy.	Argyle, N. Y.	1841	1841	Geo. A. Hordley, A. M., C. E.	Non-sect	1	1	73	56	17	71	2	0	1	1	0	0
627	Angusta Academy.	Angusta, N. Y.	1842	1842	N. M. Hawley, secretary	Non-sect	1	1	55	30	25	.....	.....	.....	.....	.....	5	.....
628	Cayuga Lake Academy.	Antora, N. Y.	1861	1798	Charles Kelsey, M. A.	Non-sect	1	4	82	51	31	65	14	3	5	1	1	1
629	Bay View Institute.	Babyon, N. Y.	.....	1872	L. Homer Hart.	Non-sect	1	1	33	19	14	33	4	2	3	1	0	0
630	Bedford Academy.	Bedford, N. Y.	1826	1869	Charles Le R. Wheeler	.....	1	1	33	18	15	.....	.....	.....	.....	(3)	0	0
631	Genesee Valley Seminary.	Belfast, N. Y.	.....	.....	E. A. Parks	.....	1	1	53	.....	4	.....	.....	.....	(41)	.....	.....	.....
632	Union Academy of Belleville.	Belleville, N. Y.	1824	1822	George F. Sawyer, A. B.	Non-sect	3	5	155	73	82	20	15	.....	.....	1	0	.....
633	Brookfield Academy.	Brookfield, N. Y.	.....	.....	L. B. Blakeman	.....	1	1	128	.....	.....	.....	.....	.....	.....	.....	.....	.....
634	Academic Department of Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.	1854	1855	Edward C. Seymour, A. M.	Non-sect	18	2	478	478	0	247	171	60	171	60	26	.....
635	Adelphi Academy.	Brooklyn, N. Y. (Lafayette avenue).	1869	.....	Stephen G. Taylor, A. M.	.....	16	15	539	289	250	25	53	78	28	4	9	.....
636	Chénévère Institute.	Brooklyn, N. Y. (19 Elm Place).	.....	1865	E. Longchamp and M. W. Mead	.....	2	6	40	.....	40	40	.....	40	.....	.....	.....	.....
637	College Grammar School.	Brooklyn, N. Y.	0	1849	Rev. L. W. Hart, A. M.	Non-sect	3	1	430	430	0	25	10	7	6	3	0	0
638	Columbian Institute*.	Brooklyn, N. Y. (209 Clinton avenue).	0	1872	Isabella S. Grafton and Alma W. Longfellow.	Non-sect	2	6	59	30	29	.....	.....	.....	.....	.....	7	.....
639	Dr. H. Medler's English, German, and French Academy.	Brooklyn, N. Y. (247 State street).	.....	1862	Mrs. E. Medler	Non-sect	1	2	51	34	17	.....	.....	2	.....	.....	.....	.....
640	Female Institution of the Visitation.	Brooklyn, N. Y.	1863	1855	Mother M. Philomena.	R. C.	.....	16	120	.....	120	.....	.....	.....	0	0	0	.....
641	Friens' Seminary*.	Brooklyn, N. Y. (Schermerhorn st., near Boerum).	.....	1867	Miss Clara Lockwood.	Friends.	0	5	82	38	44	.....	.....	16	.....	.....	.....	.....
642	German, English, and French Institute.	Brooklyn, N. Y. (360 State street).	.....	1872	Miss Emily Christiansen.	.....	.....	6	70	20	50	70	.....	70	.....	.....	.....	.....
643	Juvenile High School*.	Brooklyn, N. Y. (Livingston st., near Court).	.....	1854	Misses Dobbin and Rogers.	Non-sect	3	9	200	200	0	200	0	0	0	0	0	0
644	Lafayette Academy.	Brooklyn, N. Y. (149 Lafayette avenue).	.....	1877	Rev. Dan Marvin, Jr., A. M.	P. E.	3	.....	16	16	.....	11	3	2	1	.....	.....	.....
645	Professor Davison's Institute.	Brooklyn, N. Y. (424 Glenmont avenue).	0	1859	Rev. Isaac S. Davison	Non-sect	1	0	15	15	0	8	7	1	2	1	2	0
646	St. Mary's School.	Brooklyn, N. Y.	.....	1855	Brother Ignatius.	R. C.	7	.....	600	600	.....	600	.....	.....	.....	.....	.....	.....
647	Buffalo Practical School.	Buffalo, N. Y. (23 W. Swan street).	.....	1875	Herman Poole	.....	1	1	84	64	20	84	.....	6	.....	.....	.....	.....
648	Heathcote School.	Buffalo, N. Y.	.....	1865	Lester Wheeler, A. M.	P. E.	2	1	35	35	0	20	15	6	7	0	0	0
649	Canandaigua Academy.	Canandaigua, N. Y.	0	1795	Nash T. Clarke, M. A., Ph. D.	Non-sect	5	1	152	140	12	100	40	18	24	10	4	1
650	Canisteo Academy.	Canisteo, N. Y.	1870	1871	D. M. Estee, A. M.	Baptist.	1	2	92	40	52	3	1	2	1	.....	.....	.....
651	Drew Seminary and Female College.	Carmel, N. Y.	1866	1867	George Crosby Smith, A. M., president.	M. E.	3	4	70	30	40	.....	6	15	.....	.....	.....	.....
652	Chappaqua Mountain Institute.	Chappaqua, N. Y.	.....	1870	S. C. Collins, M. A.	Friends.	2	4	76	57	19	.....	.....	.....	.....	.....	.....	.....
653	Cincinnati Academy.	Cincinnati, N. Y.	1857	1857	Rev. Edson Rogers, A. M.	Non-sect	1	3	109	64	45	82	21	6	5	2	.....	.....
654	Clarence Classical Union School.	Clarence, N. Y.	.....	.....	H. C. De Groot, A. M.	.....	1	2	160	.....	.....	.....	40	.....	(41)	1	.....	.....

*From Report of the Commissioner of Education for 1877.

a Average number.

b Includes primary and special students.

c From the 91st Regents' Report; this information is for 1877.

d Course not specified.

e Not in session this year.

f Not in session this year.

TABLE VI.—Statistics of institutions for secondary instruction for 1875, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Clifton Springs Seminary.....	Clifton Springs, N. Y.	1868	1868	Clara E. Hahn	P. E.	1	4	40	40	40	10	12							
Forster School for Young Ladies.....	Clifton Springs, N. Y.	1817	1815	Rev. George Loomis, D. D.	Non-sect	5	7	69	0	69	49	(69)	3	30	5	5			
Clifton Grammar School.....	Clifton, N. Y.	1831	1832	Rev. Isaac O. Best, A. M.	Non-sect	2	4	94	94		21								
Clinton Liberal Institute a.....	Clinton, N. Y.	1831	1831	J. Thornton Osmond, A. M.	Non-sect	4	5	68	68	83				(92)		2			
Coltado Seminary.....	Clinton, N. Y.	1861	1861	Anne Chipman	Non-sect	1	5	20	20	20	15	12							
Dwight's Home School for Young Ladies.....	Clinton, N. Y.	1873	1873	Benjamin W. Dwight, M. D., LL. D.	Presb	1	5	20	20	20	15	12							
Houghton Seminary.....	Clinton, N. Y.	1861	1861	John C. Gallup, A. M., M. D.	Presb	2	7	78	78	78	30	23							
Leseman's Institute.....	College Point, N. Y.	0	1860	Adolph von Uechtritz	Non-sect	6	2	34	34	34	16	84		0	0	0			
Poppenhusen Institute.....	College Point, N. Y.	1870	1870	Jos. Schrenk	Non-sect	2	2	65	(65)					0	0	0			
Cornwall Heights School.....	Cornwall-on-the-Hudson, N. Y.			O. Cobb, A. M.		3		21	21		16	5	17	5	1				
Coxsackie Academy*.....	Coxsackie, N. Y.	1836	1836	Hudson A. Wood, A. M.	Non-sect	1	2	73	42	31	56	13	4	2					
Dansville Seminary*.....	Dansville, N. Y.	1858	1859	S. H. Goodyear, A. B.	Non-sect	5	8	317	145	172	134	10	17	6	12	2	1		
Deansville Academy.....	Deansville, N. Y.	1857	1857	Grove A. Gruman	Non-sect	1		20	13	7	20								
Delhi N. Y. Academy.....	Delhi, N. Y.	1820	1819	Sheril E. Smith, A. M.	Non-sect	2	3	188	90	98	175	15	12	12	0	2	1		
Aurora Academy.....	East Aurora, N. Y.	1833	1833	Prof. George A. Gary	Non-sect	2	1	88	47	41	80	8	0						
East Hamburg Friends' Institute a.....	East Hamburg, N. Y.	1872	1871	Eunice H. Nichols	Friends		3	43						(91)					
Easton Seminary.....	Easton, N. Y.	1856	1857	Misses Mitchell and Phillips	Friends	0	4	60	24	36	5	0	0	0	0	1	0		
Rural Seminary.....	East Pembroke, N. Y.	1848	1848	James McFarland	Non-sect	1	2	65	35	36	60	3	2	0	0	0	0		
Starkley Seminary.....	Edlytown, N. Y.	1848	1842	B. F. McHenry, A. M.	Non-sect	3	4	134						(910)					
Munro Collegiate Institute.....	Elbridge, N. Y.	1839	1839	Truman K. Wright, A. M.	Cong. & B	2	2	146	83	63	36	26	20	1	1				
Fairfield Academy a.....	Fairfield, N. Y.	1803	1804	C. V. Parsall	Non-sect	3	2	110	35	35	35	35	35	(98)		6			
Fergusonsville Academy.....	Fergusonsville, N. Y.	1848	1848	James Oliver	Non-sect	2	2	57	35	22	57	4	10						

731	Fezaudié Institute ^b	New York, N. Y. (1214 Broadway).	1866	E. F. G. Fezaudié	Non-sect.	6	1	9	9	0	9	4	9	2	0	0	0
732	Fort Washington French College.	New York, N. Y. (Station M).	1854	Prof. Alfred M. Cotte, M. A.	R. C.	10	0	45	45	0	45	12	45	8	10	1	1
733	French and English School*	New York, N. Y. (167 Madison avenue).		Mlle. Lenz													
734	French Protestant Institution	New York, N. Y. (36 East 35th street).	1871	Mles. Fanny and Mathilde Charbonnier.	Non-sect	4	14	54		54	54		54				
735	Friends' Seminary	New York, N. Y. (corner of 16th street and East 16th place).	1861	Benjamin Smith, A. M.	Friends	4	8	130	70	60	125	5	50	5	1	0	0
736	Holladay Collegiate Institute*	New York, N. Y. (1323 Broadway).	1873	Waller Holladay, B. S., C. & M. F.	Non-sect	6	0	19	19	0	6	12	12	9	0	0	0
737	John MacMullen's School	New York, N. Y. (1214 Broadway).	0	John MacMullen	Non-sect	5	0	30	30	0	5	18	25	3	0	1	0
738	Manhattan Academy*	New York, N. Y. (213 West 32d street).	1863	Brother Bertram.	R. C.	11	0	103	163		163						
739	Miss Ballow's English and French School for Young Ladies.	New York, N. Y. (24 East 22d street).	1848	Miss Ballow		7	12	90		90	90		90				
740	Miss Jauton's Boarding and Day School.	New York, N. Y. (32 East 31st street).	1867	Miss Lucy B. Jauton	Non-sect.												
741	Mlle. M. D. Tardivel's Institute for Young Ladies.	New York, N. Y. (25 West 46th street).	0	Mlle. M. Tardivel du Saret.	Non-sect	9	9	100	10	90	100	30	100	0	0		
742	Moeller Institute*	New York, N. Y. (336 West 29th street).	1863	P. W. Moeller.		5	2	132	94	38			132				
743	Mrs. Roberts and Miss Walker's English and French School for Young Ladies.	New York, N. Y. (148 Madison avenue).		Mrs. J. J. Roberts and Miss Walker.													
744	New York Latin School*	New York, N. Y. (22 East 49th street).	1864	Rev. M. Maury, D. D., and John B. Hays, M. D., Ph. D.		14	3	163	163	0	150	98	73	131	13	18	17
745	St. Mary's School	New York, N. Y. (8 East 46th street).	1868	Sister Agnes.	P. E.	3	17	125		125							
746	St. John's School.	New York, N. Y. (21 and 23 West 32d st.).	1873	Rev. Theodore Irving, LL. D., rector.	P. E.												
747	St. Matthew's Academy	New York, N. Y. (corner Boome and Elizabeth streets).		Edmund Bohm.	Ev. Luth	6	5	300	170	130		5	170	5			
748	St. Vincent's Free School*	New York, N. Y. (Riverdale P. O.).	1849	Sister Teresa Magdalen	R. C.	0	3	136	52	84	136	0	0	0	0	0	0
749	School for Boys*	New York, N. Y. (723 6th ave., opposite Reservoir Park).		Miss M. W. Warren.		2	4	54	54	0	54	10	54	10	8	4	6
750	School for Girls.	New York, N. Y. (9 West 39th street).	1872	Anna C. Brackett			10	100		100					1		
751	Suburban Seminary	New York, N. Y. (Morrisania).		Rev. Edwin Johnson.	Cong.	1	4	17	7	10	7	10					
752	The Collegiate School	New York, N. Y. (2 and 4 East 60th street).	1820	Rev. Henry B. Chapin, Ph. D.	Non-sect	7		72	72		36	36	20	15	4	2	3

* From Report of the Commissioner of Education for 1877. ^a Average number. ^b During the year 1878 this institution was united to John MacMullen's School under the name of Classical, French, English, and Primary School, but the partnership has since been dissolved; the report here given is for 1877.

TABLE VI.—Statistics of institutions for secondary instruction for 1873, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
753 The Fifth Avenue School for Boys*	New York, N. Y. (539 5th avenue)	.....	1873	E. A. Gibbens, A. B., and D. Beach, Jr.	Non-sect	7	0	70	70	0	43	27	51	20	0	6	0
754 The Misses Marshall's School	New York, N. Y. (250 West 38th street).	.....	1859	Susannah C. Marshall	Non-sect	.....	3	30	5	25	30	.....	8	.....	.....	.....	.....
755 Van Norman Institute*	New York, N. Y. (316 West 58th street).	0	1857	Rev. D. C. Van Norman, LL. D.	Non-sect	3	9	56	.....	56	.....	.....	.....	.....	.....	.....	.....
756 Chili Seminary	North Chili, N. Y.	1869	1869	Albert H. Stilwell	Free Mth	2	2	81	40	41	55	23	3	4	0	1	0
757 Granville Military Academy	North Granville, N. Y.	1875	1850	Wallace C. Wilcox, A. M.	Non-sect	7	1	81	81	0	60	21	8	10	10	2	1
758 Rockland College	Nyack-on-the-Hudson, N. Y.	1877	1876	William H. Baunister, A. M.	Non-sect	5	4	81	61	20	72	11	19	10	2	.....	.....
759 Cary Collegiate Seminary	Oakfield, N. Y.	1845	1843	Rev. H. M. Brown	P. E.	4	4	174	81	93	162	12	4	2	.....	.....	.....
760 De Lancey School	Oneida, N. Y.	.....	1874	Miss L. M. Marsh	P. E.	2	2	4	45	0	.....	.....	.....	.....	.....	.....	.....
761 Onondaga Academy	Onondaga Valley, N. Y.	1813	1813	Oliver W. Sturdevant	Non-sect	2	6	103	49	54	58	34	11	34	0	4	0
762 Oxford Academy	Oxford, N. Y.	1792	1792	Rev. Frank B. Lewis, A. M.	Non-sect	2	2	76	42	34	54	15	11	2	.....	.....	.....
763 Villa de Sales Academy of the Visitation*	Near Parkville, N. Y.	1869	1864	Mother Mary Ambrose Con-nell.	R. C.	0	12	35	0	35	35	.....	35	.....	.....	.....	.....
764 Pawling Institute	Pawling, N. Y.	.....	1874	R. A. Jacobs	Non-sect	2	2	55	30	25	55	5	0	0	4	2	10
765 Miss Germond's School*	Peekskill, N. Y.	0	1875	Phoebe R. Germond	M. E.	.....	2	4	40	.....	40	35	5	3	1	.....	.....
766 Peekskill Military Academy	Peekskill, N. Y.	1833	1835	Col. C. J. Wright, A. M., and Robert Donald, A. M.	Non-sect	6	1	90	90	.....	40	25	25	25	25	65	3
767 St. Gabriel's School	Peekskill-on-Hudson, N. Y.	.....	1872	Sister Dolores	P. E.	2	9	41	.....	41	41	14	38	.....	.....	.....	.....
768 Penn Yan Academy b	Penn Yan, N. Y.	.....	1853	Frances D. Hodgson, A. M.	Non-sect	3	5	308	.....	30	34	.....	.....	(c8)	.....	8	.....
769 Evans Academy	Peterboro, N. Y.	.....	1853	Byron Wells, A. B.	Non-sect	1	1	70	40	30	.....	.....	.....	51	.....	.....	.....

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
808 Troy Academy.....	Troy, N. Y.....	1834	1825	T. Newton Willson, A. M.....	Non-sect	4	1	90	90	0	65	25	0	10	15	2	8		
809 Troy Female Seminary.....	Troy, N. Y.....	1837	1814	Emily T. Willcox.....	Non-sect	1	5	00	00	00	90	26	20	0	0	0	0		
810 Unadilla Academy.....	Unadilla, N. Y.....	1851	1851	James O. Griffin.....	Non-sect	1	3	117	54	63	80	25	12	3	4	3	0		
811 Oakwood Seminary.....	Union Springs, N. Y.....	1860	1858	Elphinstone Cook, Jr.....	Presb...	2	3	110	57	53	92	22	14	2	1	1	0		
812 Oakside Family School for Boys.....	Unionville, N. Y.....	1867	1867	Samuel S. Hartwell.....	Presb...	2	2	21	18	3	13	8	4	4	1	1	0		
813 Walton Academy and Union School.....	Walton, N. Y.....	1854	1853	Strong Comstock, A. M.....	Non-sect	1	1	88	41	47	57	27	4	4	1	1	0		
814 Walworth Academy.....	Walworth, N. Y.....	1842	1843	J. Carlton Norris.....	Non-sect	3	1	102	65	37	80	7	0	3	0	1	0		
815 Warrenburgh Academy.....	Warrenburgh, N. Y.....	1860	1854	W. S. Austin.....	Non-sect	1	2	140	60	80	132	8	0	4	3	0	0		
816 Warsaw Union School and Acad- emy.....	Warsaw, N. Y.....	1853	1853	Alvin T. Chapin.....	Non-sect	3	5	418	200	218	340	50	28	26	5	5	0		
817 Warwick Institute a.....	Warwick, N. Y.....	.....	.....	A. G. McAllister, A. M.....	.....	1	1	38	.....	.....	.....	25	.....	.....	.....	.....	.....
818 Riverside Seminary.....	Wellsville, N. Y.....	1878	1872	Rev. Anson W. Cummings, D. D., LL. D.....	Meth...	2	2	80	39	41	73	7	7	13	1	1	0		
819 West Winfield Academy.....	West Winfield, N. Y.....	.....	1849	Allen and McGiffert.....	Non-sect	2	3	110	60	50	75	10	2	7	2	4	0		
820 Alexander Institute.....	White Plains, N. Y.....	0	1845	Oliver R. Willis, Ph. D.....	Non-sect	5	5	21	21	13	8	7	7	1	1	0	0		
821 Whitestown Seminary.....	Whitestown, N. Y.....	1845	1827	James S. Gardner, A. M., Ph. D.....	Presb...	3	2	225	125	100	175	50	40	3	3	0	0		
822 Red Creek Union Seminary.....	Wolcott, N. Y.....	1839	1840	L. W. Baker.....	Non-sect	3	1	66	32	34	58	8	4	3	3	0	0		
823 Woodhull Academy a.....	Woodhull, N. Y.....	.....	.....	D. H. Cobb.....	Non-sect	2	4	160	80	80	160	4	4	4	4	0	0		
824 Wyoming Academy.....	Wyoming, N. Y.....	1816	1819	H. G. Davis, A. M.....	Non-sect	1	3	65	30	35	53	6	6	5	0	0	0		
825 Yates Academy*.....	Yates, N. Y.....	1842	1842	M. Smith, A. D.....	Non-sect	2	1	62	33	29	52	9	1	5	0	2	0		
826 School for Young Ladies and Children*.....	Yonkers, N. Y.....	.....	1877	Mrs. K. T. Holbrook and Miss M. D. Halsted.....	Non-sect	1	6	60	15	45	17	12	31	1	1	0	0		

827	The Old School for Boys ^a	Yonkers, N. Y.	1870	Requain Mason.	P. E.	0	2	31	1	30	31	3	2	0	0
828	Ravencroft School ^a	Ashville, N. C.	1873	William Fannie E. Buxton	Friends	1	1	50	22	28	26	14	8	8	0
829	Belvidere Academy	Belvidere, N. C.	1838	William A. Symmes	Meth.	1	1	45	23	22	44	16	1	24	1
830	Brevard Classical School	Brevard, N. C.	1842	S. G. Coltrane	Presb.	1	1	35	35	0	10	25	7	4	0
831	Hughes's School ^a	Cedar Grove, N. C.	1857	S. W. Hughes	Non-sect	2	8	120	120	70	25	30			
832	Charlotte Institute for Young Ladies	Charlotte, N. C.	1870	Rev. William R. Atkinson.	Non-sect	1	8	153	0	153	153	0	0	0	0
833	Scotia Seminary	Concord, N. C.	1876	Rev. Luke Dortland, A. M.	Presb.	1	1	41	22	19	28	12	2	1	0
834	Bethel Academy	Davidson College, N. C.	1876	Rev. L. K. Glaegow, A. M.	Presb.	1	1	81	38	43	74	7			2
835	Denver Seminary	Denver, N. C.	1874	D. Matt. Thompson, A. M.	M. E. So.	1	1	81	38	43	74	7			2
836	East Bend Academy	East Bend, N. C.	1878	J. M. Matthews	Non-sect	3	2	108	41	35	80	26			1
837	Graham High School	Graham, N. C.	1850	Rev. D. A. Long, A. M.	Non-sect	3	2	108	41	35	80	26			1
838	Hayesville Academy	Hayesville, N. C.	1871	Nathan A. Fessenden	M. E. So.	1	1	15	15	15	2	5	15	2	
839	Somerville Female Institute	Leasburg, N. C.	1840	Rev. Solomon Lea, A. M.	M. E. So.	1	1	45	25	20	20	5	15	2	
840	Lincolnton Male and Female Academies	Lincolnton, N. C.	1824	R. S. Arrowood and Miss M. F. Joy	Non-sect	4	142	142	142	100	15	75	25	10	
841	Bingham School	Mebauerville, N. C.	1864	Maj. Robert Bingham, A. M.	Non-sect	5	3	106	56	50	70	30	6	30	10
842	Monroe High School	Monroe, N. C.	1875	John D. Hodges, A. M.	Non-sect	5	3	106	56	50	70	30	6	30	10
843	Mt. Airy Male Academy	Mt. Airy, N. C.	1870	Ruth H. Smith	Lutheran	1	2	52	0	52	28	17	1	4	0
844	Mount Pleasant Female Seminary	Mount Pleasant, N. C.	1858	L. L. Rothrock	Friends	1	3	66	23	33	55	11	6	0	1
845	New Garden Boarding School	New Garden, N. C.	1836	L. Lyndon Hobbs, A. B.	Rel. Ger	3	0	88	88	0	88	37	7	10	3
846	Catawba High School	Newton, N. C.	1863	Rev. J. C. Clapp, A. B., and Rev. A. J. Toll, A. B.	Non-sect	1	3	36	15	21	28	8	15		
847	Locust Hill Seminary ^a	Pittsborough, N. C.	1860	Rev. Robert B. Sutton, D. D.	Presb.	3	8	105	105	11	40				
848	Peace Institute	Raleigh, N. C.	1857	Rev. E. Burwell, A. M.	Baptist	2	5	90	90	70	20	25			
849	Raleigh Female Seminary.	Raleigh, N. C.	1872	F. P. Holgood	Non-sect	2	2	68	68						
850	Raleigh Male Academy	Raleigh, N. C.	1878	J. J. Frey and Hugh Morrison.	P. E.	2	2	106							
851	St. Augustine's Normal School	Raleigh, N. C.	1875	Rev. J. E. C. Smedes.	Comp.	1	4	326	139	187	326				
852	Washington School ^a	Washington, N. C. (box 407).	1855	Esther P. Hayes	Baptist	1	0	28	3	17	11	0	7	2	0
853	Reynoldson Male Institute	Reynoldson, N. C.	1812	T. E. Wad	Non-sect	1	2	60	34	26	55	7	15		2
854	Vine Hill Academy	Catawba Neck, N. C.	1866	L. W. Bagley	Friends	1	1	55	30	25	50	4	0	0	0
855	Sylvan Academy	Snow Camp, N. C.	0	W. V. Marshburn, A. B.	Non-sect	1	0	24	14	10	18	6			2
856	Upperville Academy	Stantonsburg, N. C.	0	James B. Williams	P. E.	1	0	14	14	0	7	5	1	0	0
857	Rev. Daniel Morrelle's English and Classical School.	Wilmington, N. C.	0	Rev. Daniel Morrelle.	P. E.	1	0	14	14	0	7	5	1	0	0
858	St. Barnabas School	Wilmington, N. C.	1872	Mrs. Fanny S. Jackson	Non-sect	2	3	122	98	84	98	17	7	2	2
859	Wilson College Institute	Wilson, N. C.													

a From Report of the Commissioner of Education for 1877.
c Normal and English courses.

TABLE VI. — *Statistics of institutions for secondary instruction for 1878, &c.* — Continued.

NOTE. — × indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
Academy of the Sisters of Notre Dame.	Cincinnati, Ohio (East Sixth street).	.....	.....	Sister Louise	R. C.	.....	14	150	.....	150	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mt. St. Vincent's Academy	Cincinnati, Ohio	.....	.....	Mother Regina Mattingly	R. C.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Joseph's College	Cincinnati, Ohio (269 W. Eighth street).	1873	1871	Rev. J. F. O'Keefe, s. c. c.	R. C.	10	175	175	.....	.....	175	20	50	30	10	100	.....	.....	.....	.....
Clermont Academy	Clermontville, Ohio	.....	1839	James K. Parker	Baptist.	1	3	34	21	13	29	5	.....	0	0	0	0	.....	.....	.....
Cleveland Academy	Cleveland, Ohio	1865	1861	Miss L. T. Guilford	Non-sect	1	3	48	21	27	37	11	.....	0	11	2	0	.....	.....	.....
St. Mary's Institute	Dartmouth, Ohio	.....	.....	Fr. Boith	R. C.	12	.....	150	150	.....	150	120	.....	.....	.....	.....	.....	.....	.....	.....
Ewington Academy	Ewington, Ohio	0	1857	R. R. Dane, A. B.	Non-sect	1	0	30	20	10	30	0	6	4	5	0	0	.....	.....	.....
Gallia Academy	Gallipolis, Ohio	1811	1811	Henry Collins, A. M.	Non-sect	1	3	83	44	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harcourt Place Academy	Gambier, Ohio	.....	1851	Rev. J. P. Henz, acting	Lutheran	4	.....	.....	.....	.....	7	13	9	8	5	3	.....	.....	.....	.....
Germantown Institute	Germantown, Ohio	1874	1874	Rev. J. C. Sample, A. M.	Non-sect	2	1	36	20	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Goshen Seminary	Goshen, Ohio	0	1860	L. M. Nevius	Non-sect	1	.....	27	17	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Green Town Academy	Greentown, Ohio	.....	1865	J. C. Sample, A. M.	Non-sect	(4)	130	65	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hartford Academy	Hartford, Ohio	.....	.....	A. T. Allen, B. A.	Non-sect	1	1	50	30	20	48	2	.....	2	.....	.....	.....	.....	.....	.....
Hartford Academic Institute	Hartford, Ohio	1870	1870	L. G. Spencer, B. S.	Non-sect	3	.....	57	30	27	57	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermilion Institute	Hayesville, Ohio	1846	1847	Rev. S. Dieckhoff, D. D.	Non-sect	6	4	154	154	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....
Hopedale Normal School	Hopedale, Ohio	.....	1852	W. Brinkerhoff, L. D.	Non-sect	(5)	141	85	85	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Atwood Institute	Lee, Ohio	.....	1853	M. R. Parrish	F. W. B.	1	1	52	27	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lexington Male and Female Seminary.	Lexington, Ohio	1860	1851	Miss Jane Galley	U. Presb.	0	2	72	43	29	72	14	.....	10	15	4	3	.....	.....	.....
Madison Seminary	Madison, Ohio	1846	.....	A. B. Price and Mrs. N. A. S. Bliss.	Non-sect	1	3	52	24	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Morning Sun Academy*	Morning Sun, Ohio	.....	1857	Richard F. Sloan.	U. Presb.	1	.....	15	10	5	8	7	.....	5	3	.....	.....	.....	.....	.....

889	Madison Academy*	Mt. Perry, Ohio	1870	Rev. James White	Non-sect	2	1	60	40	20	40	20	7	30	3
890	New Hagerstown Academy	New Hagerstown, Ohio	1837	J. Howard Brown	Presb.	1	2	153	33	70	11	11	2	3	
891	Poland Union Seminary	Poland, Ohio	1837	Rev. William Dickson, D. D.	Presb.	1	1	63	78	72	130	20	9	6	2
892	Portsmouth Young Ladies' Seminary.*	Portsmouth, Ohio	1867	Rev. and Mrs. J. J. Page	Presb.	1	4	30	30	30	30				1
893	Ursuline Academy for Young Ladies.	St. Martin's, Ohio	1847	Sister M. Theresa Sherlock	R. C.	20	91	91	91	31					
894	Savannah Male and Female Academy.	Savannah, Ohio	1859	T. A. Sawhill	Non-sect	1	2	80	40	40	60	20	8		3
895	Starr's Institute	Seven Mile, Ohio	1861	B. Starr, A. M.	M. E.	1	9	9			8	1		1	
896	Smithville High School*	Smithville, Ohio	1865	J. B. Eberly, M. A.	U. B.	3	1	273	190	83					20
897	Springfield Seminary	Springfield, Ohio	1874	Mrs. Ruth A. Worthington	Presb.	1	15	339	139	39	21	19			2
898	Steenberville Female Seminary	Steenberville, Ohio	1829	Rev. A. M. Reid, Ph. D.	Presb.	1	45	339	139	25	40				
899	College of Ursuline Sisters	Tiffin, Ohio	1878	Sister St. Ignatius	R. C.	15	575	200	375	575	20	40	50		
900	Plains Seminary	Tupper's Plains, Ohio	1860	Morris Lowers	Non-sect	1	1	46	24	22					
901	Twinsburgh Institute*	Twinsburgh, Ohio	1828	Samuel Bissell	Presb.	1	1	87	48	33	73	12	2		
902	Dugies College Institute	Wadsborough, Ohio	1876	Thos. E. Dague, A. M.	Presb.	2	3	60	20	30	20	6	4	1	
903	Western Reserve Seminary	West Farmington, Ohio	1855	Rev. E. B. Webster, A. M.	M. E.	5	3	178	89	89					
904	Rayen High School*	Youngstown, Ohio	1856	Edwin S. Gregory, M. A.	Non-sect	2	6	163	22	41	63	6	23	10	2
905	Putnam Seminary	Zanesville, Ohio	1836	Mrs. J. Baldwin Ackley and Miss M. H. Baldwin.	Presb.	61	102	102	23	52	10				0
906	Albany Collegiate Institute*	Albany, Oreg	1867	H. H. Howitt, A. B.	Presb.	2	4	90	40	50	70	20	10	50	
907	Asland Academy*	Asland, Oreg	0	Rev. J. L. Skidmore	Non-sect	2	2	165	80	85	155		10		
908	Grace Church Parish School	Astoria, Oreg	1872	Miss C. Van Dusen	P. E.	0	1	21	12	9	21	0	0	0	0
909	Baker City Academy*	Baker City, Oreg.	1870	W. H. Harrison	Presb.	1	2	165	78	87	163	2	22	16	2
910	Notre Dame Academy	Baker City, Oreg.	0	Sister Mary Perpetua	R. C.	0	5	79	0	70	70	0	0	0	0
911	Bethel Institute*	Bethel, Oreg	1856	Ladra Royal, A. B.	R. C.	2	2	128	70	50					
912	La Gracie Academic Institute	Dallas, Oreg	1856	S. A. Randle	R. C.	1	2	114	63	51	99	15	15	20	
913	St. Mary's Academy for Young Ladies.	Jacksonville, Oreg		Rev. Sister Mary Angel, superior.	R. C.	4	50	50							
914	Jefferson Institute	Jefferson, Oreg	1856	Thos. G. Taylor	Non-sect	1	2	113	61	52	113	4	12	10	8
915	Bishop Scott Grammar School	Portland, Oreg	1870	J. W. Hill, B. A.	P. E.	6	1	50	50	20	30	10	5		1
916	Independent German School	Portland, Oreg	1870	Engene Stelling	Non-sect	1	0	40	21	19	40	0	40		
917	Portland Academy and Female Seminary.*	Portland, Oreg	1854	Adisson C. Gibbs, secretary of board of trustees.	M. E.	2	3	200	100	100					
918	St. Mary's Academy	Portland, Oreg	1866	Rev. Sister Mary, superior.	R. C.		100	100							
919	St. Michael's College.	Portland, Oreg	1871	Rev. A. J. Glorionx	R. C.	4	90	90	90	3	25				
920	St. Paul's Academy	St. Paul, Oreg.		Rev. Sister Mary Peter, superior.	R. C.	5	45	45							
921	Academy of the Sacred Heart.	Salem, Oreg.		Rev. Sister Mary of the Sacred Heart, superiress.	R. C.	12	100	100							
922	Academy of Mary Immaculate	The Dalles, Oreg	1864	Sister Mary Justina	R. C.	5	68	68							
923	Umpona Academy*	Wilbur, Oreg	1857		Meth.	2	2	140	80	60	110	20	10	6	0
924	Miss Matilda's School for Girls	Allgheeny, Pa	1872	Miss Mary Matilda	P. E.	1	3	32	2	30	32	8	17		1
925	Andalusia Hall	Andalusia, Pa	0	A. H. Pettoroli, A. M., Ph. D.	P. E.	2	2	23	25	0	(25)	3	2	1	0
926	St. Xavier's Academy.	Beatty, Pa.	1845	Sisters of Mercy.	R. C.	12	53	53	55			20			
927	Beaver College and Musical Institute.	Beaver, Pa.	1853	Rev. R. T. Taylor, A. M., D. D.	M. E.	5	5	140	40	100	70	32	2	2	0
928	Bellefonte Academy	Bellefonte, Pa	1806	Rev. J. P. Hughes	Non-sect	2	2	70	40	30	40	25	20		0
929	Bishopthorpe School*	Bethlehem, Pa	1871	Fanny I. Walsh	P. E.	1	5	30	30	30	10	20			30

*From Report of the Commissioner of Education for 1877.

suspended; report is for 1877.

cTemporarily suspended.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.												
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
930 Mountain Seminary.....	Birmingham, Pa.....	1853	1853	L. G. Grier.....	Presb.	3	3	80	30	50	80	30	10	15	....	4	....		
931 Kallynean Academy.....	Boyetown, Pa.....	0	1866	I. B. Hankey, A. M.....	Non-sect	3	0	50	40	10	50	4	0	0	....	1	....		
932 Mt. Pleasant Seminary.....	Boyetown, Pa.....	.....	1842	L. M. Koons, A. M.....	U. S. R. C.	1	1	70	30	40	70	2	3	1	....	1	....		
933 Family and Day School for Young Ladies.....	Bristol, Pa.....	.....	1875	Miss A. Merriam.....	Non-sect	.....	5	33	.....	33	.....	10	2	....	....	....	....
934 Witherspoon Institute.....	Butler, Pa.....	1849	1849	H. K. Shanor.....	Non-sect	2	2	55	34	21	.....	.....	4	3	....	0	0
935 Chester Academy.....	Chester, Pa.....	.....	1862	George Gilbert.....	.....	2	3	58	40	18	54	4	4	0	....	1	....		
936 Maplewood Institute.....	Concordville, Pa.....	1870	1882	Joseph Shortridge, A. M.....	Friends	4	3	60	40	20	40	12	10	....	3	2	1		
937 Chester Valley Academy*.....	Downingtown, Pa.....	.....	1870	T. Donahay Long, A. M.....	Non-sect	3	3	45	45	.....	20	20	3	3	....	3	....		
938 Doylestown Seminary.....	Doylestown, Pa.....	1877	1865	M. E. Scheibner.....	Non-sect	4	4	115	70	45	60	45	10	10	....	3	....		
939 Linden Female Seminary*.....	Doylestown, Pa.....	.....	1872	Hough and Sheip.....	Non-sect	2	4	56	.....	56	56	22	4	12	....	5	....		
940 Trach's Academy and Commercial School.....	Easton, Pa.....	.....	1872	R. H. Trach.....	.....	4	1	104	74	30	90	14	6	....	....	....	....
941 Eldersridge Academy for Males and Females.....	Eldersridge, Pa.....	1875	1839	Rev. A. Donaldson, D. D.....	Presb.	3	0	59	51	8	33	31	7	27	0	7	0			
942 St. Benedict's Academy.....	Eric, Pa.....	1868	1854	Mother Scholastica Burkhard, O. S. B.....	R. C.....	0	15	49	0	49	40	.....	37	....	....	....	....
943 Keystone Academy.....	Factoryville, Pa.....	1869	1869	Rev. William C. Tilden.....	Baptist	5	2	147	97	50	.....	66	10	15	2	2	....		
944 Collegiate Institute.....	German town, Pa. (Philadelphia), Pa.....	.....	1854	George R. Barker, A. M.....	P. E.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
945 Friends' Graded School*.....	German town, Pa. (Maplewood avenue).....	0	1877	Oliver S. Fell.....	Friends..	1	2	50	25	25	40	0	0	0	0	0	0			

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a School closed at present.

*From Report of the Commissioner of Education for 1877.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since last academic year.	Entered scientific school since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	0	0		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
976. Logan Square Seminary for Young Ladies.	Philadelphia, Pa. (1809 Vine street).	.....	.....	Misses S. A. Scull and J. Pindell.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
977. Miss Anable's School for Young Ladies.	Philadelphia, Pa. (1850 Pine street).	.....	1848	Miss Anna Maria Anable	Baptist.	3	7	60	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
978. Miss D. B. Burt's School	Philadelphia, Pa. (Arch street).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
979. Miss Laird's Seminary for Young Ladies.*	Philadelphia, Pa. (323 North 7th street).	.....	1808	Miss Martha Laird	Lutheran	1	5	26	2	24	26	3	9	.....	.....	.....	.....	.....	.....
980. Philadelphia Seminary	Philadelphia, Pa. (1825 North Broad street).	.....	1871	Rebecca E. Judkins.	.....	2	6	50	50	.....	50	13	50	.....	.....	.....	.....	.....	.....
981. R. S. Ashbridge's School for Girls.	Philadelphia, Pa. (145 North 20th street).	.....	1874	R. S. Ashbridge	Friends.	1	3	26	0	26	14	8	12	3	0	0	0	0	0
982. Rittenhouse Academy	Philadelphia, Pa. (n. e. cor. 18th and Chestnut streets).	0	1854	Lucius Barrows, A. M., and De Benneville K. Ludwig, A. M.	Non-sect	5	0	34	34	0	32	13	2	13	2	0	0	0	0
983. Rugby Academy	Philadelphia, Pa. (1415 Locust street).	.....	1865	Edw. Clarence Smith, A. M.	.....	11	2	125	125	.....	75	50	30	30	20	12	3	.....	.....
984. S. W. Janney and Sisters' Select School.	Philadelphia, Pa. (1806 Wallace street).	.....	1878	Susan W. Janney	Friends	.....	5	35	.....	35	.....	.....	.....	.....	.....	.....	.....	.....	.....
985. St. Sauveur French and English School for Young Ladies.	Philadelphia, Pa. (28 South 21st street).	.....	1875	Louise Boname	P. E.	.....	7	22	.....	22	22	.....	22	.....	.....	.....	.....	.....	.....
986. School for Young Ladies	Phil delphia, Pa. (1733 Filbert street).	.....	1868	Annie and Sarah Cooper	Friends.	2	6	60	0	60	60	4	50	.....	.....	.....	.....	.....	.....
987. School for Young Ladies*.	Philadelphia, Pa. (2023 Delancey Place).	1851	Lewis M. Johnson	Non-sect	2	4	50	0	50	30	40	0	0	0	0	0	0

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* From Report of the Commissioner of Education for 1877.

Normal and English courses.

	1871	1872		Baptist	3	150	100	50	128	22	8	18	0
Enon Seminary	Butler, Tenn.	1871	L. L. Maples	Christi'n	2	1	33	18	15	33	8	4	0
Buffalo Institute	Cave Spring, Tenn.	1868	Josephus Hopwood	Non-sect	1	1	75	40	35	0	0	0	0
Centerville Academy	Centerville, Tenn.	1842	W. P. Clarke	M. L. So.	1	1	115	115	18	16	0	0	0
Charleston Academy	Charleston, Tenn.	1866	L. L. Leach, county supt.	Non-sect	1	1	33	30	27	11	0	6	0
Tracy Academy ^b	Charlotte, Tenn.	1866	Rev. James R. Phummer, A. M.	Non-sect	1	1	130	103	27	11	0	6	0
Charlotte Seminary	Charlotte, Tenn.	1867	T. W. Purcell	Non-sect	1	1	35	30	35	7	0	0	0
Clarksville Female Academy	Clarksville, Tenn.	1846	George D. Holmes	Meth. So.	3	154	154	154	100	60	20	0	0
Clifton Masonic Academy	Clifton, Tenn.	0	W. R. Webb, A. M., and Jno. M. Webb, A. M.	Non-sect	1	2	56	22	34	46	10	0	0
Columbia High School	Columbia, Tenn.	1852	Isaac L. Case, A. M., M. D.	Non-sect	1	2	82	82	0	82	60	0	54
Tipton Female Seminary	Culleoka, Tenn.	1868	A. L. Mims, A. M., and W. R. Peebles.	Friends	1	1	66	43	23	66	0	0	0
Culleoka Institute	Culleoka, Tenn.	1868	H. W. Spray	Non-sect	2	1	679	643	636	71	8	0	0
Lauderdale Male and Female Institute	Durhamville, Tenn.	1856	R. H. Washburn	U. Breth.	2	3	43	26	17	7	3	0	0
Edgelyield, Tenn.	Edgelyield, Tenn.	0	W. J. Hixson	Meth.	1	1	45	25	20	30	10	5	5
Friendsville Institute	Friendsville, Tenn.	0	L. W. Chandler	Non-sect	1	2	70	40	30	70	0	0	0
Tannehill College	Gainesboro', Tenn.	1869	E. E. Weir, A. B.	Non-sect	1	2	150	75	42	2	0	0	0
Edwards Academy	Greeneville, Tenn.	1867	James H. Latimer	Cum b.	1	3	30	30	30	4	20	10	10
Harrison Academy	Harrison, Tenn.	1867	Mrs. N. Lawrence Lindsay	Presb.	2	4	103	50	53	28	22	6	14
West Tennessee Seminary*	Hollow Rock, Tenn.	1874	W. J. Granis	Presb.	1	1	100	55	45	90	10	10	10
Huntingdon High School	Huntingdon, Tenn.	0	O. Sidney Stewart	U. Presb.	1	1	78	42	36	70	8	5	5
Huntingdon High School	Huntingdon, Tenn.	1855	William F. Anderson	Non-sect	1	1	102	68	34	102	68	34	102
Sam Houston Academy	Jasper, Tenn.	1855	G. W. Scribner, A. B.	Cum b.	1	2	106	60	46	98	8	8	8
Greenwood Seminary	Lebanon, Tenn.	1852	Charles Clark and Mrs. S. A. Jones	Presb.	2	2	137	68	59	24	2	1	8
Preparatory Department, Cumberland University School for Girls.	Lebanon, Tenn.	1842	W. A. Dinwiddie	Non-sect	1	2	137	68	59	24	2	1	8
Hopewell Academy	Lincoln, Tenn.	1873	Robert P. Witt	Non-sect	1	1	66	38	28	60	6	6	6
Savannah Grove Academy	Long Savannah, Tenn.	0	A. P. Seitz	Non-sect	2	2	155	80	75	130	20	5	20
Loudon High School	Loudon, Tenn.	1869	G. A. Hays	Non-sect	2	2	43	27	16	20	0	0	5
Lynchburg Male and Female Academy	Lynchburg, Tenn.	0	Thos. O. Brown	Non-sect	4	8	70	70	70	35	48	0	0
Macedonia Male and Female Institute	Macedonia, Tenn.	1867	Sisters of St. Mary	P. E.	4	4	42	42	42	42	42	0	0
Macedonia Academy*	Near McKenzle, Tenn.	1867	Mrs. J. B. Kells	M. E. So.	1	2	90	90	90	12	0	0	4
Waters and Walling College*	McMinnville, Tenn.	0	Rev. T. P. Summers, A. M.	Non-sect	1	1	81	81	81	20	0	0	0
Martin Male and Female Academy*	McMinn, Tenn.	0	R. A. Lowry	Non-sect	2	2	0	0	0	55	5	6	1
Blades Institute	McMinn, Tenn.	0	Rev. J. A. Stubbfield, A. B.	Non-sect	3	4	51	51	51	16	10	0	0
St. Mary's School	Memphis, Tenn.	1873	Prof. Casimir Falk	Non-sect	1	1	49	25	24	49	2	0	0
Farmount	Molatt, Tenn.	1872	Z. T. John	Non-sect	3	3	87	87	87	12	75	8	0
Morrison Female High School	Morrison, Tenn.	1855	J. W. Yeatman, M. A.	Non-sect	3	3	87	87	87	12	75	8	0
Reagan High School	Morrison, Tenn.	0											
Branner Female Institute*	Mossy Creek, Tenn.	1876											
McMinn County Agricultural and Scientific School	Nashville, Tenn.	1866											

* From Report of the Commissioner of Education for 1877.

^b Temporarily closed.^c Average attendance.^d Date of organization of university; school for girls was opened in 1877.^e Since closed; principal deceased.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered scientific school since close of last academic year.	Entered scientific college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
1076 Nashville Academy	Nashville, Tenn	1867	1866	Miss M. M. O'Bryan	Presb	2	6	203	128	75	181	22							
1077 Nashville Normal and Theological Institute	Nashville, Tenn			Rev. Daniel W. Phillips, D. D.	Baptist														
1078 Southern Union Normal School	Newbern, Tenn.			S. L. Cockcroft and L. W. Galbraith	Non-sect														
1079 Holston Seminary*	New Market, Tenn	1838	1828	Rev. Ralph Pierce, A. M.	M. E	1	2	130	70	60	121	9	0	3	0	0	0		
1080 Oak Hill Collegiate Institute	Norris Creek, Tenn.	1869	1868	P. Himebaugh	Non-sect	3	2	130	70	60	121	8	12	20					
1081 Ooltewah Academy	Ooltewah, Tenn.	1867	1869	W. F. McCarron	Non-sect	1	1	100	50	50	100								
1082 The Mrs. S. H. Welch High School	Paris, Tenn	1877	1869	Mrs. S. H. Welch	Non-sect	1	3	90	49	41	93	12	9	20	40				
1083 Paris Female Seminary	Paris, Tenn	1883	1854	J. W. Douglass	Non-sect	1	3	52	52	46	6	1							
1084 Pulaski High School	Pulaski, Tenn	1883	1873	W. T. Mann, A. B.	Non-sect	3	130	130	130	100	30		4	3	2	2			
1085 Clear Spring Academy*	Richmond, Tenn	1883	1849	J. E. L. Seneker	Cumb. P.	1	1	53	35	20	55	5							
1086 West Tennessee Normal School and Business Institute.*	Ripley, Tenn	1883	1876	John B. Holbrook	Non-sect	1	1	55	30	25	45	10							
1087 Robertson's Cross Roads, Tenn.	Robertson's Cross Roads, Tenn.	1887	1859	W. E. Stephens	Non-sect	2	1	117	67	50	117	10	2						
1088 Madison Academy*	Rutledge, Tenn.	1888	1840	J. M. Davidson	Non-sect	2	3	93	45	48	60	33		20	10	4			
1089 Collegiate Institute	Shelbyville, Tenn.	1889	1852	Rev. Jno. H. Thompson	Non-sect	1	5	88	16	72	61	27							
1090 Nourse Seminary*	Sparta, Tenn	1890	1853	J. P. Kelton	Non-sect	2	1	60	37	23				2					
1091 White Seminary*	Sparta, Tenn	1891	1856	J. P. Kelton	Non-sect	1	1	75	35	40	75								
1092 Tazewell College	Tazewell, Tenn	1892																	
1093 Obion College	Troy, Tenn	1893	1875	T. P. Walker	Non-sect	2	2	85	45	40	50	30	0		0				
1094 Pleasant Grove Seminary	Tyner's Station, Tenn	1894	1874	P. A. Wall	Non-sect	2	2	50	30	20	45	5		3					
1095 Washington Female College	Washington College, Tenn.	1895	1795	Rev. J. E. Alexander	Presb	1	2	70	38	32	64	6	0	0	0	0	0		

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* From Report of the Commissioner of Education for 1877.

a Temporarily closed.

b Principal in the fall, Rev. John D. Emerson.

TABLE VI.—Statistics of institutions for secondary instruction for 1878, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered last academic year.	Entered last academic year since close of last academic year.
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered last academic year.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
1141	Abingdon Male Academy.....	Abingdon, Va.....	1803	.....	John C. Pettus, A. M.....	Non-sect	1	0	19	19	.....	19	13	4	4	10	0	0	0
1142	Episcopal High School of Virginia.	Near Alexandria, Va.....	1854	.....	Launcelot M. Blackford, M. A.....	P. E.....	5	.....	83	83	.....	83	67	44	.....	.....	8	2	2
1143	H. F. Henry's School*.....	Alexandria, Va. (Queen street).	1839	.....	H. F. Henry.....	.....	2	.....	35	35	.....	35	35	8	.....	.....	.....	.....	.....
1144	Potomac Academy.....	Alexandria, Va.....	1869	.....	John S. Blackburn.....	.....	1	.....	30	30	.....	30	19	6	.....	.....	.....	.....	.....
1145	St. John's Academy.....	Alexandria, Va.....	1833	.....	Richard L. Carne, A. M.....	R. C.....	3	.....	71	71	0	55	16	0	4	2	1	0	0
1146	St. Mary's Academy.....	Alexandria, Va.....	1869	.....	Sister M. Jerome.....	R. C.....	9	63	63	.....	37	13	0	15	5	1	.....	.....	.....
1147	Yeates' Lower School* a.....	Belleville, Va.....	1803	.....	R. L. Brewer.....	Non-sect	1	0	37	22	15	37	13	0	15	5	1	.....	.....
1148	Yeates' Upper School* a.....	Belleville, Va.....	1731	.....	W. C. Williams.....	Non-sect	1	0	27	11	16	27	0	3	0	5	0	0	0
1149	Bethel Classical and Military Academy.....	Bethel Academy Post Office, Va.....	1803	.....	Maj. Albert G. Smith.....	Non-sect	7	.....	117	117	.....	80	70	28	.....	12	.....	.....	.....
1150	Sullins Female College*.....	Bristol, Va.....	1870	.....	Rev. D. Sullins, D. D.....	Meth.....	3	5	130	130	120	10	5	.....	.....	.....	.....	.....	.....
1151	Piedmont Female Institute.....	Charlottesville, Va.....	1853	.....	Rev. and Mrs. R. K. Meade.....	P. E.....	1	6	50	50	50	10	15	.....	.....	.....	.....	.....	.....
1152	Elk Creek Academy.....	Elk Creek, Va.....	1869	.....	W. W. Smith, A. B.....	M. E. So.....	1	1	50	25	25	40	10	0	8	2	3	0	0
1153	Gordonsville Female Institute.....	Gordonsville, Va.....	1878	.....	Wm. R. Vaughan, M. D.....	Non-sect	2	4	50	50	50	17	20	.....	.....	.....	.....	.....	.....
1154	Herdon Female Seminary.....	Herdon, Va.....	1876	.....	Mrs. M. M. Castelman.....	P. E.....	2	23	8	15	23	2	4	.....	.....	.....	.....	.....	.....
1155	Leesburg Academy.....	Leesburg, Va.....	1800	.....	Thomas Williamson.....	Non-sect	2	0	7	7	0	7	3	1	3	0	3	0	0
1156	Locust Dale Academy.....	Locust Dale, Va.....	1858	.....	A. J. Gordon, A. M.....	Non-sect	3	0	60	57	3	40	25	15	20	5	5	.....	.....
1157	Webster Military Institute.....	Norfolk, Va. (45 and 47 Charlotte street).	1869	.....	Prof. N. B. Webster, A. M.....	Non-sect	4	.....	60	60	.....	60	25	.....	.....	.....	.....	.....	.....
1158	Academy of the Visitation, Monte Maria*.....	Richmond, Va. (Grace st., bet. 22d and 23d).	1866	.....	Mother M. Justina Prevost.....	R. C.....	.....	10	60	60	60	.....	20	.....	.....	.....	.....	.....	.....
1159	Suffolk Collegiate Institute.....	Suffolk, Va.....	1872	.....	P. J. Kernodle, A. B.....	Christian	3	2	107	64	43	50	18	6	.....	.....	.....	.....	.....
1160	Suffolk Female Institute.....	Suffolk, Va.....	1860	.....	Sally A. Finney.....	Meth.....	6	91	91	91	60	15	16	.....	.....	.....	.....	.....	.....

	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196
	Fairfax Hall	Prince Edward Academy	St. Mary's Academy*	Academy of the Sisters of St. Joseph.*	French Creek Institute	Morgantown Female Seminary *	Wheeling Female Academy	Parkersburg Seminary	Shelton College	St. Alphonsus' School	Seguin Collegiate Institute	Albion Academy and Normal Institute.	Elroy Seminary	Wisconsin Female College	Lake Geneva Seminary	German and English Academy	St. John's Female School	St. Mary's Day School	St. Mary's Institute	Lakeside Seminary	St. Mary's Institute	St. Catharine's Female Academy	Rochester Seminary*	Seminary of St. Francis of Sales	Big Foot Academy	Carroll College	Georgetown Collegiate Institute	Georgetown Institute for Males*	School for Boys	Academy of the Visitation	Avenue Select School	Boys' English and Classical High School.	Emerson Institute	English and French Boarding and Day School.*	Incarnation Church School	Miss Calkins Select School
	Winchester, Va.	Worham, Va.	Charleston, W. Va.	Clarksburg, W. Va.	French Creek, W. Va.	Morgantown, W. Va.	Mount de Chantal, near Wheeling, W. Va.	Parkersburg, W. Va.	St. Albans, W. Va.	Wheeling, W. Va.	Wheeling, W. Va.	Albion, Wis.	Elroy, Wis.	Fox Lake, Wis.	Geneva, Wis.	Milwaukee, Wis.	Milwaukee, Wis.	Milwaukee, Wis.	Oconomowoc, Wis.	Prairie du Chien, Wis.	Racine, Wis.	Rochester, Wis.	St. Francis Station, Wis.	Walworth, Wis.	Waukesha, Wis.	Georgetown, D. C.	Georgetown, D. C. (box 822).	Georgetown, D. C.	Washington, D. C.	Washington, D. C. (121 Pennsylvania ave.).	Washington, D. C. (lock box 535).	Washington, D. C. (14th street, bet. I and K).	Washington, D. C. (1018 17th street n. w.).	Washington, D. C. (1115 M street).	Washington, D. C. (209 Penn'a avenue s. e.).	
	1869	1875	1874	1871	1873	1848	1878	1875	1876	1868	1863	1873	1874	1855	1871	1849	1869	1869	1855	1872	1866	1853	1857	1845	1874	1857	1876	1850	1878	1868	1862	1875	1869	1869		
	Geo. C. Shepard, M. D.	James R. Thornton, A. B.	Sister M. Vincent	Sisters of St. Joseph	J. Loomis Gould	Mrs. J. R. Moore	Sisters of the Visitation B. V. M.	Miss Annie M. Hanson	Rev. P. B. Reynolds, pres't.	Rev. P. Kreusch	Pauline H. Segrin	Rev. A. R. Cornwall, A. M.	Rev. F. M. Washburn, A. M.	Rev. A. O. Wright, A. M.	Mrs. Julia A. Warner	I. Keller	Mary Ernesta, ss. DE. N. D.	Sr. M. F. Seraphina, ss. DE. N. D.	Miss Grace P. Jones	Sister M. Patricia	Sister M. Hyacinthia, O. S. B., superioress.	R. F. Lolley, R. S.	Rev. C. Wapthorst	William Francis Place, A. M., R. D.	W. L. Rankin, A. M.	Miss Lucy Stephenson	Rev. P. Hall Sweet	John B. Davidson	Sister Mary Augustine Dyer, superioress.	Miss Florence J. Hopkins	J. W. Hunt, A. M.	Charles B. Young, jr.	Alfred Dujac	Miss Euphemia H. MacLeod.	Miss R. N. Calkins	
	Presb.	Non-sect	R. C.	R. C.	Presb.	Non-sect	R. C.	P. E.	Baptist	R. C.	Non-sect	S. D. Bap	U. Breth.	Cong.	Non-sect	Non-sect	R. C.	R. C.	P. E.	R. C.	R. C.	F. Bap	R. C.	Non-sect	Presb.	Non-sect	Epis	R. C.	Non-sect	Non-sect	Non-sect	Non-sect	P. E.			
	2	2	0	0	2	3	4	4	4	6	1	5	2	2	2	8	2	2	1	16	105	1	13	1	2	2	3	1	20	0	0	1	1	1	1	1
	8	40	52	70	50	30	97	27	47	350	3	264	115	150	111	230	230	107	30	245	105	2	87	0	93	92	5	18	20	22	31	0				
	95	40	20	40	20	30	97	27	47	350	3	264	115	150	111	230	230	107	30	245	105	2	87	0	93	92	5	18	20	22	31	0				
	5	40	20	40	20	30	97	27	47	350	3	264	115	150	111	230	230	107	30	245	105	2	87	0	93	92	5	18	20	22	31	0				
	90	30	32	30	30	45	30	30	150	50	138	65	69	81	82	80	230	220	103	103	40	245	56	37	55	80	13	115	8	14	22	13				
	30	20	52	40	40	2	30	30	200	4	231	50	63	82	230	60	230	220	25	25	9	86	7	7	20	80	20	16	4	2	4	2	2	2	2	
	40	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	

* From Report of the Commissioner of Education for 1877.

a The Yeates schools embrace two schools about six miles apart; they have the same board of trustees and are supported by private endowment.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.										Entered college since close of last academic year.	Entered scientific school since last academic year.	Entered college since close of last academic year.
								Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since last academic year.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
1197 Mt. Vernon Institute*	Washington, D. C. (1530 I street).	0	1872	Mrs. Charles W. Pairo	Non-sect	2	4	48	0	48	48	...	48	1	...	...	...	...	...	...
1198 Mt. Vernon Seminary	Washington, D. C. (204 F street).	...	1875	Mrs. J. E. Somers	Non-sect	4	5	65	...	65	...	13	18	...	...	...	...	...	...	...
1199 Park Seminary	Washington, D. C. (506 5th street).	...	1869	Mrs. G. M. Condron	Non-sect	2	5	35	...	35	35	10	6	...	...	1	...	...	...	...
1200 Rittenhouse Academy	Washington, D. C. (306 Indiana avenue).	...	1840	O. C. Wight .....	...	1	...	32	32	...	12	20	...	8	...	2	...	...	...	...
1201 Rosslyn Seminary	Washington, D. C. (1536 I street).	...	1867	Miss B. Ross	Non-sect	2	3	25	...	25	25	8	7	...	...	...	...	...	...	...
1202 Roy's English and Classical Academy.	Washington, D. C.	0	1869	Chase Roys, A. M., M. D., LL. D.	Non-sect	1	0	15	15	0	15	6	2	3	...	0	0	...	...	...
1203 St. Cecilia's Academy	Washington, D. C. (601 E. Capitol street).	...	1868	Sister Mary Ambrose	R. C.	...	7	120	...	120	96	24	10	...	...	...	...	...	...	...
1204 St. Matthew's Institute	Washington, D. C. (K st., bet. 14th and 15th sts.).	1870	...	Brother Tobias	R. C.	9	0	150	150	0	120	30	30	...	...	...	...	...	...	...
1205 School for Young Ladies*	Washington, D. C. (N. Y. ave., near 13th st.).	...	...	Mrs. C. B. Burr .....	...	...	4	30	...	30	...	...	...	...	...	...	...	...	...	...
1206 School for Young Ladies and Children.*	Washington, D. C. (908 12th street).	0	...	Mary J. Kerr	Non-sect	1	5	50	15	35	...	...	...	...	...	...	...	...	...	...
1207 The Archer Institute	Washington, D. C. (1401 Massachusetts ave.).	...	1878	Mrs. M. R. Archer	Non-sect	8	5	50	...	50	50	40	50	...	...	...	...	...	...	...
1208 Washington Female Seminary	Washington, D. C. (1023 12th street).	...	1874	Mrs. Z. D. Butcher and Miss M. C. Douglas.	Non-sect	2	7	50	...	50	50	2	16	...	...	...	...	...	...	...

1209	Waverly Seminary	Washington, D. C. (H street).	1878	Miss S. A. Lipscomb	Non-sect	5	5	60	60	59	2	13
1210	West End Seminary	Washington, D. C. (1915 H street).	1873	Miss Faust	6	35	35	2	5
1211	Young Ladies' School	Washington, D. C. (943 M street).	1870	Miss Laura L. Osborne	4	8
1212	"Spencer" Academy	near Dooksville, Ind.	1840	Rev. I. I. Read, supt.	Pres. So	2	1	60	60	0	60	4
1213	Academy of Our Lady of Light	Santa Fé, N. Mex	1874	Mother M. Magdalen Hayden.	R. C.	10	243	243
1214	Santa Fé Academy	Santa Fé, N. Mex	1878	William Strieby, A. M., E. M.	Non-sect	1	2	64	38	26	64
1215	Beaver Seminary	Beaver, Utah	1873	Miss Ida E. Bardwell	Meth.	1	2	65	30	35	59	3	1
1216	St. John's School*	Logan, Utah	0	Rev. W. H. Stoy	P. E.	1	2	70	30	40	70	0	0
1217	Walsauch Academy*	Mt. Pleasant, Utah	1875	Rev. D. J. McMillan, A. M.	Presb	2	2	106	50	56	94	12
1218	Sacred Heart Academy	Ordien, Utah	0	Sister Francis, superior.	R. C.	10	148	70	78	140	20
1219	School of the Good Shepherd	Ordien, Utah	1870	Chas. G. Davis	P. E.	1	2	155	65	90	155	2	0
1220	Brigham Young Academy	Provo City, Utah	1876	Prof. Karl G. Maeser	Lat. D. S.	5	3	261	145	116	214	19	9
1221	Rocky Mountain Seminary	Salt Lake City, Utah	1870	Rev. J. McElldowney, D. D.	M. E.	2	3	65	30	35	4
1222	St. Mark's Grammar School	Salt Lake City, Utah	1867	Rev. Geo. D. B. Miller, A. M.	P. E.	2	17	537	235	302	250	36	6
1223	St. Mark's School for Girls	Salt Lake City, Utah	1871	Mary E. Symour	P. E.	4	80	80	80	10	5
1224	Salt Lake Academy	Salt Lake City, Utah	1878	Edward Benner, A. M.	P. E.	(107)
1225	Salt Lake Collegiate Institute	Salt Lake City, Utah	1878	John M. Coyner, pn. d.	Presb	1	3	154	75	79	149	5	4
1226	Slatersville Educational Institute	Slatersville, Utah	1875	Leo Haeffel	5	0
1227	St. Paul's School	Walla Walla, Wash. T.	1872	Miss H. B. Garretson	P. E.	1	5	60	60	13	3

* Report of the Commissioner of Education for 1877.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.— \times indicates an affirmative answer; 0 signifies no or none; ... indicates no answer.

[illegible]

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
68 Bulkeley School	0	0	0	0	0	x	25	0	\$0	\$800	.....	.....	\$0	40	September 1.
69 Warming Academy	x	.....	.....	x	0	0	.....	.....	21 1/2	40,000	.....	.....	350	36	Sept., 1st Mon.
70 Fitch's Home School for Young Ladies and Boys .....	.....	.....	.....	.....	0	0	2,500	.....	20	.....	.....	.....	67,000	40	Sept., 1st Mon.
71 Hillside Family School for Boys* .....	.....	.....	x	.....	.....	.....	.....	.....	75-100	20,000	.....	.....	.....	39	September 18.
72 Boarding and Day School for Young Ladies*	x	x	x	x	.....	.....	1,000	30	.....	20,000	.....	.....	.....	40	September 18.
73 Misses Meeker's Boarding and Day School for Young Ladies .....	.....	.....	.....	.....	.....	.....	.....	.....	40-100	.....	.....	.....	.....	.....	September 20.
74 Seabury Institute	x	.....	.....	x	0	x	200	.....	20	30,000	.....	.....	1,200	40	September 9.
75 Betts Military Academy*	x	.....	.....	x	.....	.....	400	.....	390	50,400	.....	.....	.....	38	September 10.
76 Day School for Boys	0	0	0	0	0	0	125	.....	160	5,000	.....	.....	3,750	38	September 15.
77 Gothic Hall* .....	.....	x	x	x	0	x	.....	.....	.....	.....	.....	.....	.....	33	September 25.
78 Select Boarding and Day School* .....	.....	.....	.....	.....	0	0	500	.....	55	15,000	.....	.....	.....	41	Sept., 1st Mon.
79 English and Classical School .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,000	\$0	\$0	900	.....	September 11.
80 Stratford Academy .....	.....	x	x	x	0	x	300	.....	2,000	45,000	.....	.....	.....	40	September 18.
81 The Gurney*	0	0	0	x	x	0	2,000	.....	2,400	80,000	10,000	700	20,000	40	Sept., 2d Wed.
82 St. Margaret's Diocesan School for Girls .....	.....	x	x	x	0	x	356	0	0	10,000	0	.....	1,000	40	Sept., 3d Thurs.
83 Oak Hill Seminary	x	x	.....	x	.....	.....	.....	.....	41	4,000	.....	.....	.....	40	September 5.
84 Wilton Academy .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 15.
85 Wilton Boarding Academy	x	0	0	x	.....	.....	.....	.....	2,200	8,000	.....	.....	.....	48	September 1.
86 Parker Academy	0	0	0	0	0	0	.....	.....	38-47	8,000	.....	.....	1,250	38	September 1.
87 Family School for Young Girls .....	.....	.....	x	x	.....	.....	.....	.....	.....	20,000	.....	.....	.....	38	Sept., 3d Wed.
88 Select Family School for Boys	x	x	x	x	x	x	.....	.....	2,350	20,000	.....	.....	.....	40	Sept., 1st Mon.
89 Wilmington Conference Academy	x	x	.....	.....	.....	x	300	.....	40	45,000	.....	.....	3,500	40	Sept., 1st Mon.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Free band.	Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge for tuition.	Property, income, &c.				Number of weeks in school last year.	Scolastic year begins—
	Mechanical.			Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
207 Stone Mountain Institute.....	0		0	0	0	0	0	0	\$10-36	\$1,000	\$0	\$0	\$1,200	40	January.	
208 Sumach Seminary.....	0	0	0	0	0	0	0	0	a8	2,000	0	0	750	40	July 1.	
209 Summerville Institute.....	0	0	0	0	0	0	0	0	20	1,000	0	0	400	40	January, 1st Mon.	
210 Sylvia Academy.....	0	0	0	0	0	0	0	0	a16, 20, 24	1,000	0	0	0	40	September 1.	
211 Levert College and Collinsworth Institute.....	x	x	x	x	x	x	500		30, 40	8,000				40		
212 Excelsior High School.....	0	0	x	0	0	0	0	0	20-30	0	0	0	800	40	July, 1st Mon.	
213 Tazewell High School.....	0	0	0	0	0	0	0	0	a25	1,000	0	0	600	40	January.	
214 Fletcher Institute.....	0	0	0	0	0	0	0	0	a50	2,000	0	0	0	40	September 1.	
215 Thomson High School.....	0	0	0	0	0	0	0	0	a20, 30, 40	1,500	0	0	0	40	January 13.	
216 Union Point High School.....	0	0	x	x	0	0	0	0	a20	0	0	0	500	40	Sept., 1st Mon.	
217 Walhourville Academy*.....	0	0	x	x	0	0	0	0	a20-36	1,000	0	0	275	40	January, 1st Mon.	
218 Warronton Academy.....	0	0	x	x	0	0	0	0	b25	5,000	0	0	1,200	40	January 20.	
219 Washington Female Seminary.....	0	0	x	x	0	0	0	0	a30	2,500	0	0	900	40	Sept., 1st Mon.	
220 Washington Male Academy.....	0	0	0	0	0	0	0	0	a23	a2, 500	0	0	1,000	40	Sept., 1st Mon.	
221 Bethel Academy*.....	0	0	0	0	0	0	0	0		1,200	0	0	700	32	February 1.	
222 Dawson Institute.....	0	0	x	x	0	0	0	0	a24, 32, 40	1,200	0	0	1,200	40	January, 1st Mon.	
223 Whitesburg Seminary.....	0	0	0	0	0	0	0	0	a14-40	600	0	0	0	40	January, 2d Mon.	
224 Philomath Institute*.....	0	0	0	0	0	0	0	0	20-40		0	0	750	20	January, 2d Mon.	
225 Zebulon High School.....	0	0	0	0	0	0	0	0	6	5,000	0	0	764	42	September 1.	
226 German Evangelical Lutheran School.....	0	0	x	x	0	0	0	0			0	0	0	40	Sept., 1st Mon.	
227 Aledo Academy.....	x	0	0	0	0	x	133	0	32	4,000	0	0	1,252	40	Sept., 1st Mon.	
228 Ursuline Convent of the Holy Family.....	0	x	x	x	0	0	300	0	8-48	40,000	0	0	1,850	40	Sept., 1st Mon.	
229 Jennings Seminary.....	0	0	0	0	x	x	300	4	32	60,000	0	0	2,500	39	Aug., last week.	
230 Institute of the Immaculate Conception.....	x	x	x	x	x	x	0		12, 16, 20	0	0	0	0	42	September.	

231	Bunker Hill Academy.....	x	x	x	x	x	x	x	40	20,000	.....	.....	.....	1,200	Aug., last Mon. September 10. September 9.
232	Chicago Ladies' Seminary.....	x	x	x	x	x	x	x	100	.....	.....	.....	.....	40	40
233	Dearborn Seminary.....	x	x	x	x	x	x	x	6100	.....	.....	.....	.....	40	40
234	J. C. Stoelke's Institute.....	x	x	x	x	x	x	x	30	.....	.....	.....	.....	40	40
235	Park Institute.....	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	40	40
236	St. Francis Xavier's Academy*.....	x	x	x	x	x	x	x	.....	.....	.....	.....	.....	40	40
237	Saints Benedict and Scholastica's Select School.....	x	x	x	x	x	x	x	300	200,000	.....	.....	.....	40	Sept., 1st Mon. Sept., 1st Mon.
238	The Misses Gratt's Seminary*.....	x	x	x	x	x	x	x	0	.....	.....	.....	.....	40	Sept., 1st Mon.
239	Howe Literary Institute.....	x	x	x	x	x	x	x	100	20,000	.....	.....	.....	40	Sept., 1st Mon.
240	Northern Illinois College*.....	x	x	x	x	x	x	x	350	110,000	.....	.....	.....	40	Sept., 1st Mon.
241	Monticello Ladies' Seminary.....	x	x	x	x	x	x	x	500	200,000	.....	.....	.....	40	Sept., 1st Mon.
242	Family School for Boys.....	x	x	x	x	x	x	x	40	.....	.....	.....	.....	40	Sept., 1st Mon.
243	The Young Ladies' Athenaeum and Illinois Conservatory of Music*.....	x	x	x	x	x	x	x	500	15,000	.....	.....	.....	40	Sept., 2d Wed.
244	McDonough Normal and Scientific College.....	x	x	x	x	x	x	x	100	6,000	.....	.....	.....	40	Sept., 2d Wed.
245	Morgan Park Military Academy.....	x	x	x	x	x	x	x	30	50,000	.....	.....	.....	40	Sept., 2d Wed.
246	Rock River Seminary*.....	x	x	x	x	x	x	x	40	50,000	.....	.....	.....	40	Sept., 2d Wed.
247	Grand Prairie Seminary, Commer- cial College, and Conservatory of Music.....	x	x	x	x	x	x	x	1,800	25,000	.....	.....	.....	40	Sept., 2d Wed.
248	Edgar Collegiate Institute.....	0	0	x	x	x	x	x	400	6,000	.....	.....	.....	40	Sept., 2d Wed.
249	Chaddock College.....	x	x	x	x	x	x	x	20	150,000	.....	.....	.....	40	Sept., 2d Wed.
250	Lee's Academy.....	x	x	x	x	x	x	x	600	20,000	.....	.....	.....	40	Sept., 2d Wed.
251	Todd Seminary for Boys.....	x	x	x	x	x	x	x	0	.....	.....	.....	.....	40	Sept., 2d Wed.
252	Battle Ground Collegiate Institute.....	x	x	x	x	x	x	x	14	4,000	.....	.....	.....	40	Sept., 2d Wed.
253	Friends' Bloomingdale Academy.....	x	x	x	x	x	x	x	193	6,000	.....	.....	.....	40	Sept., 2d Wed.
254	Barnett Academy.....	x	x	x	x	x	x	x	20	2,500	.....	.....	.....	40	Sept., 2d Wed.
255	Denver College and Normal School.....	x	x	x	x	x	x	x	27	4,000	.....	.....	.....	40	Sept., 2d Wed.
256	Gladeview Seminary and Normal School.....	x	x	x	x	x	x	x	20	28,000	.....	.....	.....	40	Sept., 2d Wed.
257	St. Augustine's School.....	x	x	x	x	x	x	x	13	10,000	.....	.....	.....	40	Sept., 2d Wed.
258	St. Mary's Academy*.....	0	0	0	0	0	0	0	400	.....	.....	.....	.....	40	Sept., 2d Wed.
259	St. Mary's Academy.....	x	x	x	x	x	x	x	25	.....	.....	.....	.....	40	Sept., 2d Wed.
260	Spiceland Academy.....	x	x	x	x	x	x	x	0	.....	.....	.....	.....	40	Sept., 2d Wed.
261	Stockwell Institute.....	x	x	x	x	x	x	x	25	12,000	.....	.....	.....	40	Sept., 2d Wed.
262	St. Paul's Academy.....	x	x	x	x	x	x	x	24	15,000	.....	.....	.....	40	Sept., 2d Wed.
263	Academy Department of Vin- centes University.....	0	0	0	0	0	0	0	18-30	18,000	.....	.....	.....	40	Sept., 2d Wed.
264	St. Rose's Boarding and Day School*.....	x	x	x	x	x	x	x	350	.....	.....	.....	.....	40	Sept., 2d Wed.
265	Waverland Collegiate Institute.....	x	x	x	x	x	x	x	24	16,000	.....	.....	.....	40	Sept., 2d Wed.
266	Adworth Institute.....	x	x	x	x	x	x	x	8	3,000	.....	.....	.....	40	Sept., 2d Wed.
267	Albion Seminary.....	x	x	x	x	x	x	x	21-50	10,000	.....	.....	.....	40	Sept., 2d Wed.
268	Jones County Academy.....	x	x	x	x	x	x	x	183	10,000	.....	.....	.....	40	Sept., 2d Wed.
269	Birmingham Academy and Board- ing School.....	x	x	x	x	x	x	x	12, 18	6,000	.....	.....	.....	40	Sept., 2d Wed.
270	Bradford Academy*.....	0	0	0	0	0	0	0	18-25	3,000	.....	.....	.....	40	Sept., 2d Wed.
271	German Evangelical Zion School.....	x	x	x	x	x	x	x	6	20,000	.....	.....	.....	40	Sept., 2d Wed.

d Grounds and buildings.
e Board and tuition.

b Average charge.
c Per month.

* From Report of the Commissioner of Education for 1877.
a Partly supported by public tax.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, 5c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; . . . indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
406 Zion School of Baltimore.....	x	x	x	0	x	x	1,500	25	\$25					45	Sept., 1st Mon.
407 Brookville Academy.....	0	0	0	0	x	x			25, 30, 40	\$6,000	\$0	\$0	\$500	40	Sept., 3d Wed.
408 Overlea, Home School for Young Gentlemen.....		x	x	x					280	20,000				40	Sept., 2d Mon.
409 Charlotte Hall School.....	0		0	0	x	x	1,500		20-28	20,000				44	Sept., 1st Mon.
410 Holy Trinity School.....			x	x			8,000		250	50,000				42	Sept., 1st Mon.
411 College of St. James Grammar School.....		x		x	x	x			6300					40	September 10.
412 West Nottingham Academy.....	0	0			x		75		32-60	7,200	0	(b)		40	Sept., 1st Mon.
413 Elkton Academy*.....	x	x							30	6,000		500		40	Sept., 1st Wed.
414 Academy of the Visitation.....			x	x					6200					40	Sept., 1st Mon.
415 St. John's Literary Institution.....							2,500	25	10-30			(c)		40	Sept., 1st Mon.
416 Glenwood Institute*.....	x	x	x	x	x	x	4,784		32-48	17,000			2,500	40	September 5.
417 Notre Dame of Maryland, Collegiate Institute for Young Ladies.*.....		x	x	x	x	x	2,000	200	300					42	Sept., 1st Mon.
418 Hagerstown Female Seminary.....	x	x	x	x	x	x	400	10	50	30,000				40	September 1.
419 Mt. St. Clement's Preparatory College.....	0	0	x	x	0	0	900	150	6250	25,000	0	0	4,000	45	September 1.
420 St. John's Female Seminary d.....		x	x	x	0	0	1,200			25,000	0	0		40	Sept., 1st Wed
421 Lutherville Female Seminary.....	x		x	x	x	x	550			30,000				40	September 4.
422 New Windsor College.....			x	x	x	x	1,500		6240	50,000			4,000	33	September 18.
423 McDonough School.....	x	x	x	x	x	x	1,000	50	0	125,000	700,000	30,000	0	42	August.
424 St. George's Hall for Boys.....		x	x	x	x	x	600		6250-300	30,000			5,000	40	Sept. 15.
425 The Hannah More Academy.....		x	x	x	x	x	100		30	15,000	4,000	240		39	Sept., 3d Wed.
426 Rockland School.....	0	x	x	x	0	0	400	10	6225	16,000				40	September 15.
427 Pen Lucy Academy.....	0	0	0	x	0	0	0	0	100	25,000	0	0	2,000	40	September 15.
428 Mt. Pleasant Institute for Boys.....		x		x	0	0	400	20	100	16,000				38	September 11.

429	Punchard Free School.....	x	x	x	x	x	x	x	0	0	40,000	75,000	4,500	0	38	Aug., last Wed.
430	Family School.....	x	x	x	x	x	x	x	0	100	8,000	10,000	700	600	40	September 18.
431	Powers Institute.....	x	x	x	x	x	x	x	184	24	10,000	30,000	1,500	270	33	Aug., last Wed.
432	Hove School.....	0	0	0	0	0	0	0	10	10	15,000	30,000	700	0	40	Aug., last Mon.
433	Houghton School.....	x	x	x	x	x	x	x	0	0	30,000	30,000	700	0	40	September 25.
434	Cushman Munson Home School.....	x	x	x	x	x	x	x	0	100-200	30,000	30,000	700	6,000	37	September 25.
435	Home and Day School.....	x	x	x	x	x	x	x	0	75-100	30,000	30,000	700	0	37	Sept., 3d Wed.
436	Mary W. Mitchell's School for Young Ladies.....	x	x	x	x	x	x	x	0	100-200	50,000	50,000	700	0	36	September 25.
437	Miss Putnam's English and Classical Family and Day School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	34	October 1.
438	Newbury Street School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	38	September 26.
439	Otis Place School*.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	36	October 1.
440	St. Margaret's School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 25.
441	School of Modern Languages.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	38	September 15.
442	Union Park School for Young Ladies.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	41	August.
443	Thayer Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	Sept., 1st Mon.
444	Hitchcock Free High School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 17.
445	St. Mary's Parochial School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	38	August.
446	Wayside Family School*.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	August 27.
447	Dennard Academy and Dickinson High School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	Sept., 1st Mon.
448	Nichols Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	March, last week.
449	Partridge Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	39	September 9.
450	Home School for Young Ladies.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	38	September 10.
451	Lawrence Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	36	September 17.
452	Dean Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	Sept., 1st Mon.
453	Sedgwick Institute.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 1.
454	Prospect Hill School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	42	Sept., last Mon.
455	The Elms.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	39	Aug., last Wed.
456	Hanover Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 1.
457	Derby Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 1.
458	St. Patrick's Female Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	Sept., 1st Mon.
459	Barstow School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	Sept., last Mon.
460	Eaton Family School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	39	Aug., last Wed.
461	Peirce Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 1.
462	Admiral Sir Isaac Coffin's Lucas-Arden Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 1.
463	Friends Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 1.
464	Consolidated High and Putnam Schools.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	43	Aug., last Mon.
465	South Berkshire Institute.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	39	September 15.
466	New Salem Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	38	Aug., 3d Tues.
467	Hillside Boarding and Day School*.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	September 20.
468	Home and Day School.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	40	Sept., 3d Wed.
469	Savin Academy.....	x	x	x	x	x	x	x	0	80-250	50,000	50,000	700	0	38	Sept., 3d Wed.

* From Report of Commissioner of Education.
 a Board and tuition.
 b Receives an annual appropriation of \$500 from the State.
 c Receives \$400 per annum from State.
 d Suspended; report is for 1877.
 e For non-residents.
 f Value of apparatus.
 g Free to residents of Braintree, Quincy, Randolph, and
 Holbrook; \$15 per annum to others.
 h Average charge.
 i \$80 to residents; \$26 to non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
470 Dunmer Academy.....	0	0	0	0	0	0	300	0	\$7, 21	\$5, 000	\$20, 000	\$1, 000	\$250	39	Aug, 4th Tues.
471 Family and Day School for Young Ladies.*	×	×	×	×	×	×	3, 000	.....	.....	.....	.....	.....	.....	.....	.....
472 Hillside Home	.....	.....	.....	.....	0	0	.....	.....	55	20, 000	13, 000	700	350	37	September 11.
473 Waltham New Church School	.....	.....	×	×	×	×	.....	.....	100	154, 073	0	0	2, 800	38	September.
474 Wesleyan Academy	×	×	×	×	×	×	6, 375	1, 200	650	5, 000	0	0	7, 000	38½	August 21.
475 English and Classical School	.....	.....	×	×	×	×	1, 000	.....	6400-450	75, 000	3, 000	.....	.....	38	September 1-6.
476 Highland Military Academy	×	×	×	×	×	×	.....	.....	6350	.....	.....	.....	.....	40	September 10.
477 Miss Williams' School	.....	.....	×	×	×	×	420	20	150	.....	.....	.....	.....	40	September.
478 School of Modern Languages	×	×	×	×	0	0	800	.....	40	22, 500	6, 370	520	2, 400	40	Sept., 3d Wed.
479 Detroit College	.....	.....	×	×	×	×	400	.....	16, 30	25, 000	.....	.....	5, 432	44	Sept., 1st Mon.
480 German-American Seminary*	.....	.....	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	Sept., 1st Mon.
481 Mrs. Towle's School*	.....	.....	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	September.
482 The Misses Bacon's School for Young Ladies and Children	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Mon.
483 St. Mary's Academy	×	×	×	×	×	×	650	6	120	50, 000	.....	.....	.....	40	September 19.
484 Michigan Military Academy	.....	.....	×	×	×	×	327	100	6350	8, 000	0	0	.....	39	September.
485 St. Croix Valley Academy	0	0	×	×	×	×	300	.....	30 36	2, 500	.....	.....	900	30	Sept., 1st Mon.
486 Galedonia Academy*	×	×	0	0	0	0	125	.....	13-27	25, 000	.....	.....	2, 100	42	Sept., 1st Mon.
487 Bethlehem Academy and Parish School	×	×	×	×	×	×	300	60	16, 24, 32	90, 000	.....	.....	.....	.....	.....
488 Shattuck School	.....	.....	×	×	×	×	400	50	6350	25, 000	.....	.....	28, 451	38	September 14.
489 Grove Lake Academy	.....	.....	×	×	×	×	.....	.....	160	5, 000	.....	.....	800	42	September 3.
490 Convent of the Blessed Sacrament	×	×	×	×	0	0	20	.....	120	5, 000	.....	.....	400	40	September 1.
491 School of the Holy Apostles	×	×	×	×	0	0	.....	.....	.....	.....	.....	.....	.....	40	September 10.
492 St. Olaf's School	.....	.....	×	×	×	×	.....	.....	30	30, 000	.....	.....	1, 350	40	September 10.
493 Minnesota Academy	.....	.....	×	×	×	×	.....	.....	19, 22, 25	.....	.....	.....	.....	39	September 3.
494 Christ Church Parish School.....	0	0	×	×	×	×	.....	.....	15	.....	.....	.....	.....	30	Sept., 1st Mon.

495	Rochester English and Classical School.	x	x	x	x	x	x	x	x	21	14,000	0	0	40	Sept. 9.
496	Assumption School.....	0	x	0	0	0	300	50	60	60	14,000	0	0	38	Sept. 1st Mon.
497	Leighton Academy*.....	x	x	0	0	0	500	---	6150	70,000	---	---	---	42	Sept. 1st Mon.
498	St. Joseph's Academy*.....	x	x	0	0	0	100	---	0	1,500	---	---	---	42	Sept. 1st Mon.
499	St. Louis School.....	x	x	x	x	x	400	---	20	25,000	0	0	35	Sept. 2.	
500	St. Paul Home School*.....	x	x	0	0	0	342	74	618	20,000	14,000	1,400	38	Sept. 10.	
501	Gustavus Adolphus College.....	x	x	x	x	x	122	0	2040	5,000	---	---	33	Sept. 1st Mon.	
502	Wesleyan Methodist Seminary.....	x	x	x	x	x	200	---	690	6,500	---	---	40	Sept. 1st Mon.	
503	Yazoo District High School*.....	0	0	0	0	0	---	---	23-50	10,000	0	0	40	Sept. 1st Mon.	
504	Mt. Hermon Female Seminary*.....	x	x	0	0	0	200	---	20-50	25,000	0	0	40	Sept. 1st Mon.	
505	Grange High School.....	x	x	0	0	0	---	---	20-50	2,500	0	0	40	Sept. 1st Mon.	
506	Grainville Female College*.....	x	x	0	0	0	---	---	20-50	2,500	0	0	40	Sept. 1st Mon.	
507	Chalmers Institute.....	x	x	x	x	x	---	---	62-43	1,500	---	---	40	Sept. 1st Mon.	
508	Inka Female Institute.....	0	0	0	0	0	800	100	630-60	5,000	0	0	40	Sept. 1st Mon.	
509	McComb City Academy.....	0	0	0	0	0	---	---	18,20,30,35	4,000	0	0	40	Sept. 1st Mon.	
510	Pontotoc Female Academy.....	0	0	0	0	0	296	36	20,30,40	4,050	9,000	900	40	Sept. 1st Mon.	
511	Sardis Institute*.....	x	x	x	x	x	2,000	100	6310	20,000	---	---	40	Sept. 1st Mon.	
512	Vaiden Male and Female Institute.....	x	x	x	x	x	---	---	16,24,40	8,000	0	0	40	Sept. 1st Mon.	
513	Watson Seminary.....	0	0	0	0	0	100	25	150	8,000	0	0	40	Sept. 1st Mon.	
514	The Kemper Family School.....	0	0	0	0	0	300	300	10-35	10,000	2,000	0	36	Sept. 22.	
515	Bellevue Collegiate Institute.....	0	0	0	0	0	---	---	133,233	10,000	---	---	38	Sept. 10.	
516	St. Joseph's Academy*.....	0	0	0	0	0	300	---	18-27	20,000	---	---	37	Sept. 1st Mon.	
517	Grand River College.....	0	0	0	0	0	---	---	20,35,40	5,000	---	---	40	Sept. 1st Mon.	
518	Carleton Institute.....	x	x	x	x	x	150	---	32	5,000	0	0	40	Sept. 8.	
519	Kirkwood Seminary.....	x	x	x	x	x	40	---	333	2,000	---	---	40	Sept. 1st Mon.	
520	Marrionville Collegiate Institute.....	x	x	x	x	x	2,000	12	20-40	15,000	23,000	1,400	40	Sept. 1st Mon.	
521	Morrisville Male and Female Collegiate Institute.....	0	0	0	0	0	1,500	---	30,40,50	10,000	---	---	40	Sept. 1st Mon.	
522	Oak Ridge High School.....	x	x	x	x	x	---	---	40-54	---	---	---	40	Sept. 1st Mon.	
523	Palmyra Seminary*.....	x	x	x	x	x	---	---	6500	71,000	---	---	40	Sept. 2d Mon.	
524	St. Paul's College.....	x	x	x	x	x	2,000	100	6500	50,000	0	0	40	Sept. 2d Mon.	
525	St. Charles College.....	x	x	x	x	x	1,500	---	40-120	3,000	---	---	40	Sept. 2d Wed.	
526	Young Ladies' Institute.....	x	x	x	x	x	---	---	20-50	3,000	0	0	40	Sept. 1st Mon.	
527	German Institute*.....	x	x	x	x	x	1,000	50	103-21	2,000	200	20	38	Sept. 1st Mon.	
528	Mrs. Carthoff's Seminary.....	x	x	x	x	x	2,000	2,500	32-60	12,000	---	---	40	Sept. 1st Mon.	
529	St. Patrick's Academy*.....	x	x	x	x	x	2,140	---	15	10,000	---	---	40	Sept. 1st Wed.	
530	School of the Good Shepherd.....	x	x	x	x	x	---	---	12,000	1,000	60	30	50	Aug. last Tues.	
531	Shelby High School*.....	x	x	x	x	x	0	---	19-24	6,000	0	0	38	Aug. last Mon.	
532	Stewartville Seminary.....	0	0	0	0	0	100	50	15	10,000	---	---	34	Sept. 3.	
533	Wardlaw Christian Institute.....	0	0	0	0	0	---	---	---	---	---	---	---	---	---
534	Wauburn Hall.....	x	x	x	x	x	2,500	---	---	---	---	---	---	---	---
535	Thornwell Hall.....	x	x	x	x	x	---	---	---	---	---	---	---	---	---
536	St. Mary's School.....	0	0	0	0	0	175	0	65-9	12,000	1,000	60	50	Aug. last Tues.	
537	Proctor Academy*.....	0	0	0	0	0	---	---	19-24	6,000	0	0	38	Aug. last Mon.	
538	Atkinson Academy*.....	0	0	0	0	0	300	---	15	10,000	---	---	34	Sept. 3.	
539	Becede's Academic and Normal Institute*.....	x	x	x	x	x	---	---	---	---	---	---	---	---	---
540	Chester Academy.....	x	x	x	x	x	0	0	12	700	---	0	0	---	---

f Value of apparatus.

g Per term.

h Estimated.

c Value of grounds and buildings.

d Per month.

e Partly free.

* From Report of the Commissioner of Education for 1877.

a Average charge.

b Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
604 Passaic Classical School.....	0	×			0	0	230		\$47	\$7,000				40	September 10.
605 Passaic Falls Institute.....	0	×	×	×	×	×	600		50, 74, 98	2,500			\$1, 185	40	September 17.
606 Tallman Seminary.....	0	×	×	×	0	×	600	25	150	10,000				40	September 1.
607 Pennington Institute.....	×	×	×	×	0	×	2,500		60, 120	30,000				44	September 1.
608 North Plainfield Seminary for Young Ladies.....		×	×				500							40	September.
609 Select School.....	0	×	0	0	0	0	200	200	32-40				1,000	40	Sept., 2d Wed.
610 Seminary at Ringoes.....				×			800	6	24-27	2,500				42	September 1.
611 Union Academy.....				×	×	×			50-125	10,000				39	September.
612 Miss Sarah B. Mathews's School.....		×	×	×	0	0	0	0	10-18					40	Sept., 3d week.
613 Summit Institute.....			×	×	×	×	330		32	20,000			3,500	40	September 12.
614 Trenton Academy.....			×	×	×	×			25		10,000	\$1,000	1,183	40	September 3.
615 Vineland Institute.....			×	×	0	0	200	20	100				500	40	September 9.
616 Home Boarding School for Boys and Young Men.....		×												40	September.
617 Hungerford Collegiate Institute.....	×	×	×	×	×	×	1,000	0	27-40	50,000	0	0	3,190	39	September 2.
618 Albany Academy.....	0	0	×	0	×	×	1,200	0	20-88	100,000	6,000	2,100	1,200	41	Sept., 1st Mon.
619 English, French, and Classical Institute.....															
620 Albion Academy.....							529			87,500		\$2,717	550		
621 Alfred University (academic department).....							5,676					\$6,213	3,029		
622 Almond Academy.....							150			10,650			715		
623 Amenia Seminary.....		×	×	×	×	×	1,000		36				2,000	39	September 3.
624 Amsterdam Academy and Female Seminary.....	×	×	×	×	×	×	1,700	800	63	40,000	0	0	21,210	42	September 3.
625 Ives Seminary.....			×	×	×	×	500		21-33	40,000			1,826	39	August 28.
626 Argyle Academy.....	×	0	0	×	×	×	332	2	20-26	3,732			725	40	August 1.
Angusta Academy.....					×	×	221		24	3,152				42	October 1.

628	Cayuga Lake Academy	x	x	x	x	x	2,766	3	24-22	17,341	5,800	414	1,150	40	Sept., 2d Tues
629	Bay View Institute	x	x	x	x	x	400	0	40	2,000	6,985	275	715	40	September 8.
630	Bedford Academy	x	x	x	x	x	483	0	30-50	2,000	25,000	1,200	2,500	39	July 17.
631	Genesee Valley Seminary ^b	x	x	x	x	x	840	3	30	3,236	25,000	1,200	171	40	
632	Union Academy of Belleville	x	x	x	x	x	82	39	110	e174,836			46,892	40	
633	Brookfield Academy ^b	x	x	x	x	x	(c)								
634	Academic Department of Brook- lyn Collegiate and Polytechnic Institute.	x	x	x	x	x	902		40-100	136,655			40,696	40	September 13.
635	Adelphi Academy	x	x	x	x	x	300	20	15-25	0				40	September 17.
636	Cheneyville Institute.	x	x	x	x	x	300	20	100-200	10,000			4,000	38	September 15.
637	College Grammar School	x	x	x	x	x	600		32-60					44	September 18.
638	Columbian Institute ^a	x	x	x	x	x			10-15				3,435	40	September 1.
639	Dr. H. Mueller's English, German, and French Academy.	x	x	x	x	x			32-100					39	September 10.
640	Female Institution of the Visitation	x	x	x	x	x								40	
641	Friends' Seminary ^a	x	x	x	x	x								40	
642	German, English, and French In- stitute.	x	x	x	x	x								40	
643	Jayville High School ^a	x	x	x	x	x	0	0	f80	100,000			16,000	40	September 15.
644	Lafayette Academy	x	x	x	x	x	1,000		40-120				1,000	40	September 12.
645	Professor Davidson's Institute	x	x	x	x	x	1,200	100	120	0			1,200	40	September 15.
646	St. Mary's School	x	x	x	x	x	814	119	100	1,000			1,200	38	Sept., 1st Mon.
647	Buffalo Practical School	x	x	x	x	x	1,200	15	40-120	12,000			3,500	40	Sept., 1st Thurs.
648	Heathcote School	x	x	x	x	x	400	0	24-30	13,808			3,522	40	Sept., 1st Thurs.
649	Canastota Academy	x	x	x	x	x	3,000	0	24-32	17,000			1,000	39	September 3.
650	Canastota Academy	x	x	x	x	x	400		24-32	60,000				38	August 12.
651	Drew Seminary and Female College	x	x	x	x	x	350	3	103-24	53,000			9,569	42	September 9.
652	Chappaqua Mountain Institute	x	x	x	x	x	978			4,971			482	40	Sept., 1st Tues.
653	Cincinnati Academy	x	x	x	x	x	300	50	250	2,000				40	
654	Clarence Classical Union School ^b	x	x	x	x	x	3,000		40-80	3,000				40	
655	Clifton Springs Seminary	x	x	x	x	x	250	30	20-40	2,000			1,200	40	Sept., 1st Thurs.
656	Foster School for Young Ladies	x	x	x	x	x	1,647			27,636			6,652	38	Sept., 1st Tues.
657	Clinton Grammar School	x	x	x	x	x	2,000		28	10,000			2,500	38	September 17.
658	Clinton Liberal Institute ^b	x	x	x	x	x	2,000		6300	20,000				40	Sept., 2d Thurs.
659	Cottage Seminary ^a	x	x	x	x	x	1,050		25,28	30,000				49	October.
660	Dwight's Home School for Young Ladies.	x	x	x	x	x	180	20	0	75,000				40	September 20.
661	Houghton Seminary	x	x	x	x	x	900		e500	10,000				42	September 1.
662	Leseman's Institute	x	x	x	x	x	200		15-40	4,147			3,000	37	September 12.
663	Poppenshusen Institute	x	x	x	x	x	150		24-30	25,000			120		August 26.
664	Cornwall Heights School	x	x	x	x	x	700		f6	35,000			1,808	40	September 1.
665	Coxsack Academy ^a	x	x	x	x	x	1,500	5	f24	15,000			1,200	39	September 1.
666	Danville Seminary ^a	x	x	x	x	x	608	6	193	6,950			600		
667	Danville Academy	x	x	x	x	x	62								
668	Delaware Academy	x	x	x	x	x									
669	Amora Academy	x	x	x	x	x									
670	East Humbergh Friends' Institute ^b	x	x	x	x	x									

f Average charge.
g Per term.

^a Income from all sources except tuition.

^b Not in session this year.

^c Academic and collegiate departments are in same build-
ing, and use same apparatus and library.

^a From Report of the Commissioner of Education for 1877.

^b Board and tuition.

^c From the 91st Regents' Report; this information is for
1877, being the latest received.

697	The Misses Skinner's School for Young Ladies.	x	50	24-48	8,000	40	Sept., 2d Mon.
698	School for Young Ladies and Children						
699	Jamestown Union School and Collegiate Institute. ^a		1,340		91,746	63,554	2,888
700	Lansburgh Academy	0	422	2	8,858	6,000	1,050
701	Lawrenceville Academy. ^a	x	361		5,225	420	1,332
702	Le Roy Academic Institute	x	1,200	800	33,117	6318	3,200
703	Normal Institute ^a	x	400	e36	3,400	10,000	1,056
704	Genevieve Wesleyan Seminary ^a	x	4,000	e3-7	74,500		39
705	Lowville Academy	x	2,571	(f)	54,000		39
706	Macedon Academy	0		e36	24,000	1,300	3,000
707	Franklin Academy ^a	0	1,609	24	41,641		39
708	Marion Collegiate Institute ^a	0	392		14,480	61,854	1,120
709	Martin Institute ^a	0	30	193-27	2,000	6471	1,793
710	McLeanville Academy	x	275	43,6	8,148		4203
711	Select School	x	1,000	100	12,000		1,800
712	Mexico Academy	x	1,300	30	18,24,30		1,000
713	Middleburgh English, French, and Classical Institute.	x	230	40,80,100		0	2,100
714	Montgomery Academy	0	560	0	3,280		42
715	Monticello Academy	0		e21	10,200		42
716	Sherman Academy	x	175	20,24,32	38,542	2,100	1,782
717	Naples Academy ^a	x	999	12	17,857	6368	116
718	New Berlin Academy	x	1,100	18	4,000	0	975
719	Trinity School	x	1,268	150	20,000		700
720	Gormley Seminary ^a	x	800	630	8,000		5,300
721	Miss Mackie's Boarding and Day School for Young Ladies and Children.	x	300		15,000		40
722	New Paltz Academy	x	646	3	9,000		2,500
723	Academy of the Holy Cross	x	450	27-50			42
724	Boarding and Day School ^a	x		20-40			42
725	Boarding and Day School for Young Ladies ^a	x	125	60-200			35
726	Classical School ^a	x		100-250			
727	Dr. J. Sachs' Collegiate Institute	x	0	100-200			42
728	Duane S. Everson's Collegiate School for Boys.	0	0	e200			39
729	English, Classical, and Mathematical School for Boys.	0	0				38
730	English, French, and German Boarding and Day School ^a	x		200			40
731	Fezandré Institute ^a	x	1,000	100-250			40
732	Fort Washington French College	x	500	d450	140,000		40
733	French and English School ^a	x					40
734	French Protestant Institution	x					40

^a From Report of the Commissioner of Education for 1877. ^d Board and tuition.

^e Partly free. ^e Tuition in solid branches free.

^f Tuition in solid branches free.

^g Also \$28,000 in Arkansas bonds, as yet unproductive.

^h Winter term.

ⁱ During the year 1878 this institution was united to John MacMullen's School under the name of Classical, French, English, and Primary School, but the partnership has since been dissolved; the report here given is for 1877.

^j Income from all sources except tuition.

^k Average charge.

TABLE VI.—Statistics of institutions for secondary instruction for 1878, 79.—Continued.

NOTE.— \times indicates an affirmative answer; 0 signifies no or none; --- indicates no answer.

No.	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library		Annual charge to each student for tuition.	Property, income, &c.				Scholastic year begins—	
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		Number of weeks in school year.
1		19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
736	Friends' Seminary.		x	0	0	x	x	0	0	\$80	\$75,000	\$35,000	0	\$4,320	40	September 10.
737	Holladay Collegiate Institute*.	x	x	0	0	0	0	0	0	100-300	0	0	0	5,000	39	September 19.
738	John MacMillen's School.	x	x	0	0	0	0	506	6	100-250	650	0	0	5,000	40	September 15.
739	Manhattan Academy*.									8-12	55,000				40	Sept., 1st Mon.
740	Miss Ballou's English and French School for Young Ladies.									100-200						Sept., last week.
741	Miss Jaudon's Boarding and Day School.															Sept., last Thurs.
742	Mlle. M. D. Tardivel's Institute for Young Ladies.	x	x	x	x	x	x	1,200	300		62,000				39	September 21.
743	Moeller Institute*.	x	x	x	x	x	x	210	10	40-120	25,000			9,000	44	September 2.
744	Mrs. Roberts and Miss Walker's English and French School for Young Ladies.									75-200					40	September 20.
745	New York Latin School*.	x	x	x	x	x	x	1,273	327	100-250	125,000			17,500	40	September 14.
746	St. Mary's School.									80-200						October 1.
747	St. John's School.									24-48	33,000			7,000	40	Sept., 1st Mon.
748	St. Matthew's Academy.	0	x	x	0	0	0	60	0	100-200		0	0	4,000	40	September 17.
749	St. Vincent's Free School*.	x	x	x	0	x				100-250					40	October 2.
750	School for Boys*.	x	x	x	0					40-100				875	40	Sept., 3d week.
751	School for Girls.	x	x	x						100-250				14,000	39	Sept., 2d Mon.
752	Suburban Seminary.	x	x	x				300		32-128					40	September 16.
753	The Collegiate School.	x	x	x						100-250					40	September 17.
754	The Fifth Avenue School for Boys*.	x	x	x						32-128					40	September 18.
755	The Misses Marshall's School.	x	x	x						5, 8, 10				6,000	40	September 27.
756	Van Norman Institute*.	x	x	x	x	0	x	1,200	0	5, 8, 10		0	0	1,250	39	September 3.
757	Washburn Seminary.	x	x	x	x	x	x	725	55	60	50,000	0	0	3,800	38	September 10.
758	Rockville Military Academy.	x	x	x	x	x	x	400	100	670	15,000	0	0	5,670	40	September 10.
759	Rockville College.	x	x	x	x	x	x									

828	Revere School*	x	x	0	0	0	0	2,000	0	0	700	40	September 2.
829	Belvidere Academy	x	0	0	0	0	0	2,000	0	0	600	32	October 1.
830	Brevard Classical School	x	0	0	0	0	0	3,000	0	0	1,000	40	March.
831	Hughes School*	0	0	0	0	0	0	50	0	0	7,500	40	July, 24 Mon.
832	Charlotte Institute for Young Ladies.	x	x	x	x	x	x	30,000	0	0	0	40	September 8.
833	Scotia Seminary	0	0	0	0	0	0	15,000	0	0	0	32	November 1.
834	Bethel Academy	0	0	0	0	0	0	15,24,32 40	0	0	700	40	July 20.
835	Denver Seminary	x	0	0	0	0	0	2,500	0	0	800	38	Aug. 3d Tues.
836	East Bend Academy	x	0	0	0	0	0	1,000	0	0	300	40	January 13.
837	Graham High School	x	0	0	0	0	0	6,000	0	0	0	40	August last Mon.
838	Hayesville Academy	x	0	0	0	0	0	3,500	0	0	1,600	40	Aug. 1st Mon.
839	Somersville Female Institute	x	x	x	x	x	x	20-30	0	0	400	40	Feb., 2d Mon.
840	Lincolnton Male and Female Acad- emies.	x	x	x	x	x	x	2,000	0	0	0	40	September 1.
841	Bingham School	0	0	0	0	0	0	25,000	0	0	0	40	August 1.
842	Monroe High School	0	0	0	0	0	0	10,000	0	0	2,500	40	August.
843	Mt. Airy Male Academy	0	0	0	0	0	0	94,500	0	0	0	40	September 1.
844	Mount Pleasant Female Seminary	0	0	0	0	0	0	3,500	0	0	700	40	Aug., 1st Mon.
845	New Garden Boarding School	0	0	0	0	0	0	20,000	0	0	1,200	40	July, 3d Mon.
846	Catawba High School	0	0	0	0	0	0	4,000	0	0	1,400	36	Aug., 1st Mon.
847	Loeust Hill Seminary*	0	0	0	0	0	0	655	0	0	900	40	September 12.
848	Peace Institute	x	x	x	x	x	x	20-50	0	0	0	40	September.
849	Raleigh Female Seminary	x	x	x	x	x	x	65,000	0	0	0	40	September.
850	Raleigh Male Academy	x	x	x	x	x	x	15,000	0	0	0	40	Sept., 1st Mon.
851	St. Augustine's Normal School	0	0	0	0	0	0	40-60	0	0	214	40	Oct., 1st Mon.
852	Washington School*	x	x	0	0	0	0	74	0	0	400	20	Aug., 1st Mon.
853	Reynoldson Male Institute	x	0	0	0	0	0	3,000	0	0	1,400	40	August 20.
854	Vine Hill Academy	x	x	0	0	0	0	35	0	0	737	40	Aug., 1st Mon.
855	Sylvan Academy	0	x	x	x	x	x	10-20	0	0	0	40	Oct., 1st Thurs.
856	Hopewell Academy	0	0	0	0	0	0	300	0	0	0	40	Oct., 1st Thurs.
857	Rev. Daniel Morrell's English and Classical School.	0	0	0	0	0	0	55-75	0	0	0	40	Oct., 1st Mon.
858	St. Barnabas School	x	x	x	x	x	x	15,000	0	0	2,500	38	Sept., 1st Mon.
859	Wilson Collegiate Institute	x	x	x	x	x	x	1,200	0	0	1,000	36	September 18.
860	The Grange High School	x	0	0	0	0	0	6,000	0	0	190	36	September 3.
861	Albany Enterprise Academy	0	0	0	0	0	0	5,000	0	0	0	39	August 19.
862	Alum Creek Academy	0	0	0	0	0	0	18-24	0	0	5,270	40	October 20.
863	Grand River Institute	x	x	x	x	x	x	105	0	0	217	46	August 19.
864	Friends' Boarding School	0	0	0	0	0	0	25-40	0	0	1,000	38	August 26.
865	Randall Academy*	x	x	x	x	x	x	20-25	0	0	700	39	September.
866	Beverly College	0	0	0	0	0	0	13,000	0	0	0	44	Sept., 1st Mon.
867	Academy of Central College	x	x	x	x	x	x	40,000	0	0	7,541	40	Sept., 1st Mon.
868	Georgia Seminary	x	x	x	x	x	x	24-38	0	0	0	36	October 1.
869	Academy of the Sisters of Notre Dame	x	x	x	x	x	x	30	0	0	0	36	October 1.
870	Mt. St. Vincent's Academy	x	x	x	x	x	x	0	0	0	0	36	October 1.
871	St. Joseph's College	x	x	x	x	x	x	0	0	0	0	36	October 1.
872	Glenmont Academy	0	x	x	x	x	x	0	0	0	0	36	October 1.

f Also \$518 from the State.

g Grounds and buildings.

h For pupils over 21 and non-residents.

c From the 91st Regents' Report; the information is for 1877, being the latest received.

d Income from all sources except tuition.

e Board and tuition.

* From Report of the Commissioner of Education for 1877.

a Academic department only reported; the union school is public.

b Average charge.

[illegible]

Has public funds in addition.

Temporarily suspended.

i Value of apparatus.

 d Average charge.

Free, but not supported by public tax.

f Partly supported by public tax.

SCHOOL.
From Report of the Commissioner of Education for 1877.

a. Board and tuition.

b Temporarily suspended; report is for 1877.

Yearly income from all sources,

965	Broad Street Academy.....	0	x	x	x	x	x	x	4,000	100	80, 90, 130	30,000	0	0	9,000	40	Sept., 1st week.
966	Classical Institute.....	x	0	0	0	0	0	0	0	0	75-100	5,000	0	0	7,000	42	Sept., 2d Mon.
967	Friends' Central School.....	0	x	x	x	x	x	x	0	0					2,200	41	Sept., 1st Mon.
968	Friends' Grant Avenue School.....	0	x	x	x	x	x	x	0	0					2,200	41	Sept., 2d week.
969	Friends' School.....	0	x	x	x	x	x	x	0	0	14, 18, 20	40,000	0	0	2,200	41	Sept., 2d week.
970	Friends' Select School.....	0	x	x	x	x	x	x	700		36-60	20,000	45,000	2,550	4,952	40	Sept., 2d week.
971	Friends' Select School for Boys.....	0	0	0	0	0	0	0	0		18-66				0	42	Sept., 1st Mon.
972	Friends' Select School for Girls.....	0	0	0	0	0	0	0	0	295					500,000	40	Sept., 2d Mon.
973	Grand College for Orphans.....	x	x	x	x	x	x	x	6,821		80, 100	3,000,000			0	43	January 1.
974	La Grange School.....										35, 45						
975	Langton Select Academy.....										40-125						
976	Logan Square Seminary for Young Ladies.....	x	x	x	x	x	x	x	1,000	30	150				6,000	40	September.
977	Miss Anable's School for Young Ladies.....	x	x	x	x	x	x	x									
978	Miss D. B. Bart's School.....																
979	Miss Laird's Seminary for Young Ladies.....	x	x	x	x	x	x	x			30-80				1,100	40	Sept., 2d Mon.
980	Philadelphia Seminary.....	x	x	x	x	x	x	x	200	40	100					40	Sept., 2d Wed.
981	R. S. Ashbridge's School for Girls.....	x	0	0	0	0	0	0			40-100					40	September 22.
982	Rittenhouse Academy.....	x	x	x	x	x	x	x			120				15,000	40	Sept., 2d Wed.
983	Rugby Academy.....	x	x	x	x	x	x	x			50-30					40	September 13.
984	S. W. Jamney and Sisters' Select School.....	x	x	x	x	x	x	x								39	Sept., last week.
985	St. Saviour French and English School for Young Ladies.....	x	x	x	x	x	x	x	40	15	50-125	30,000			1,800	40	September.
986	School for Young Ladies.....	x	x	x	x	x	x	x	700	200	190	20,000	0	0	10,000	38	September 20.
987	School for Young Ladies.....	0	x	x	x	x	x	x								40	
988	School for Young Ladies.....	x	x	x	x	x	x	x			40-125					40	
989	Seminary for Young Ladies and Little Girls.....	x	x	x	x	x	x	x								40	
990	Supplee Institute.....	x	x	x	x	x	x	x								40	September 17.
991	West Chestnut Street Institute.....	x	x	x	x	x	x	x			50-100				1,865	35	September 20.
992	West Chestnut Street Seminary.....	x	x	x	x	x	x	x	0	0	80-100	50,000	50,000	3,000	7,192	40	September 16.
993	William Penn Charter School.....	x	x	x	x	x	x	x	0	0	15-60					43	Sept., 1st Moa.
994	Young Ladies' Academy and Select School for Children.....	x	x	x	x	x	x	x								41	Sept., 1st Mon.
995	Young Ladies' Academy, Mt. St. Joseph.....	x	x	x	x	x	x	x	2,000	50	200	100,000				40	September 1.
996	Classical Academy.....	x	x	x	x	x	x	x			80	6,000			2,500	40	September 2.
997	Alry View Academy.....	x	x	x	x	x	x	x	550	25	30	25,000	0	0	650	40	Sept., 2d Thurs.
998	Cottage Seminary for Young Ladies.....	x	x	x	x	x	x	x	1,000	30	24	35,000	50,000	1,000	2,500	40	September.
999	Reid Institute.....	x	x	x	x	x	x	x	50		21	4,000			1,500	40	January 1.
1000	Clarion Collegiate Institute.....	x	x	x	x	x	x	x	245	23	60	10,000	0	0	4,384	40	Sept., 1st Mon.
1001	Merrill's Academic School.....	x	x	x	x	x	x	x	2,600		f30	10,000	0	0		37	Aug., 3d Thurs.
1002	Classical department of Missionary Institute.....	x	x	x	x	x	x	x									
1003	Sowickley Academy.....	x	x	x	x	x	x	x	850		48, 60	12,000				44	September.
1004	Academy of the Holy Child Jesus.....	x	x	x	x	x	x	x									

* From Report of the Commissioner of Education for 1877.

a Value of building.

b Board and tuition.

c School closed at present.

d Average charge.

e Value of apparatus.

f Friends, free; others, \$40 per annum.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive fund.	Income from productive fund.	Receipts for the last year from tuition fees.		
I	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1005 Cheltenham Academy	x	x	x	x	x	0	300	50	\$400	.....	.....	.....	\$20,000	40	September 15.
1006 Steverstown English and Classical Institute.*	0	0	x	x	x	0	.....	.....	30-10	.....	.....	.....	500	40	September.
1007 Westtown Boarding School	x	x	0	0	x	x	3,100	100	6160	.....	.....	.....	.....	44	November.
1008 Troughkenon Boarding School	x	x	x	x	x	x	250	.....	630	.....	.....	.....	2,300	40	August 25.
1009 Susquehanna Collegiate Institute	x	x	x	x	0	x	200	.....	6200-275	.....	\$0	\$0	2,700	40	Sept., 1st Mon.
1010 Washington Hall Collegiate Institute.	x	x	x	x	0	x	1,433	100	.....	13,000	.....	.....	.....	38	August 28.
1011 Hamiltonian Institute	0	0	0	0	0	x	200	20	53	10,000	0	0	2,120	32	Oct., 1st Mon.
1012 Unionville Academy	0	0	x	x	0	x	0	40	23	4,000	0	400	750	40	September 22.
1013 Darlington Seminary for Young Ladies	x	x	x	x	0	0	500	.....	40	25,000	.....	.....	.....	40	Sept., 3d Wed.
1014 Miss Smith's Family and Day School	x	x	x	x	0	0	.....	.....	45-100	.....	.....	.....	800	40	September 17.
1015 Home School for Girls	x	x	x	x	x	x	500	100	40-100	.....	.....	.....	.....	40	Sept., 3d week.
1016 Lucretia M. B. Mitchell's School for Girls	x	x	x	x	.....	.....	.....	.....	60	.....	.....	.....	.....	40	September 20.
1017 West Philadelphia Academy	x	x	x	x	x	x	2,500	.....	100	75,000	.....	.....	.....	40	Sept., 1st Mon.
1018 Williamsport Dickinson Seminary	0	0	0	0	x	x	.....	.....	20-40	10,000	6,000	375	1,500	40	Aug., 4th Mon.
1019 York County Academy	x	x	x	0	x	x	525	25	36	8,000	0	0	61,500	40	Sept., 1st Mon.
1020 Prince's Hill Family and Day School.	x	x	x	x	0	0	.....	.....	6300	.....	.....	.....	.....	36	Sept., last Thurs.
1021 Family and Day School for Girls.	x	x	x	x	0	0	1,500	.....	300	.....	.....	.....	40	40	Sept., 1st week.
1022 William Smith's School	0	0	0	0	0	0	800	.....	40	.....	.....	.....	.....	40	Sept., 1st Wed.
1023 Island High School	x	x	x	x	x	x	.....	150	6200	75,000	.....	.....	.....	40	September 3.
1024 Renald Academy of the Sacred Heart.	x	x	x	x	x	x	.....	.....	.....	500,000	135,303	8,552	657,314	40	
1025 Friends' New England Boarding School.	x	.....	.....	x	x	x	3,000	100	150	.....	.....	.....	.....	40	

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school last year.	Scholastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1069 Fairmount.....			x	x	0	0	500	50	\$100	\$20,000			\$4,000	40	March 15.
1070 Morristown Female High School.....			x	0	0	0	0	0	10-40	5,000	\$0	\$0	2,000	40	Sept., 1st Mon.
1071 Morristown Male High School.....	0	0	0	0	0	0	0	0	616	2,000				40	September 27.
1072 Reagan High School.....	0	0	0	0	0	0	0	0	20	2,200	0	0	600	40	August 27.
1073 Brenner Female Institute*.....	0	x	x	x	x	0	225	25	650	20,000	0	0	1,500	40	September 6.
1074 McMinn County Agricultural and Scientific School.....	0	0	0	0	0	0	50		618	2,500	0	0	700	40	August, 1st Mon.
1075 Montgomery Bell Academy.....	x	0	0	0		x			60-80			3,000	5,300	40	September.
1076 Nashville Academy.....									50-50					40	September 2.
1077 Nashville Normal and Theological Institute.....			x	x		x	2,000		9	76,000				37	September 1.
1078 Southern Union Normal School.....															
1079 Holston Seminary*.....	0	0	x	x	0	0	0	0	620	6,000	0	0	800	40	August 1-15.
1080 Oak Hill Collegiate Institute.....	x	x	x	x	0	x	300			6,500	0	0	4,000	40	August, 1st Mon.
1081 Ooltewah Academy.....		x	x	x	0	0			10-20	2,500			280	40	October 1.
1082 The Mrs. S. H. Welch High School.....			x	x					20-30	5,000			1,500	40	Sept., 1st Mon.
1083 Paris Female Seminary.....			x	x	0	0			625	5,000			2,000	40	August, 1st Mon.
1084 Pulaski High School.....	0	0	0	0	0	0	1,500		30-50	3,000				40	September 1.
1085 Clear Spring Academy*.....									68-12	3,000				32	September 3.
1086 West Tennessee Normal School and Business Institute*.....	x		x		x	x	75	20	32				1,500	40	September.
1087 Sequatchie College*.....															
1088 Madison Academy*.....	0	0	x	x	0	0		0	16-32	13,000			1,000	40	March, 1st Mon.
1089 Collegiate Institute.....	x	x	x	x	0	0	0	0	25	500	7,000	400	1,200	40	August, 2d Mon.
1090 Nurse Seminary.....			0	0	0	0			17-42	10,000				40	September 1.
1091 White Seminary*.....							0		13-30	2,500			2,500	40	
1092 Tazewell College.....									15-30	6800				40	Feb., 2d Mon.
1093 Obion College.....			x	x	0	0	0			6,000	0			40	Sept., 1st Mon.

[illegible]

c The Yeates schools embrace two schools about six miles apart; they have the same board of trustees and are supported by private endowment.

d Includes St. Mary's Day School and convent building.

TABLE VI.—*Statistics of institutions for secondary instruction for 1878, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in school last year.	Schoastic year begins—
	Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
The Archer Institute.....
Washington Female Seminary.....
Waverley Seminary.....
West End Seminary.....
Young Ladies' School.....
"Spencer" Academy.....
Academy of Our Lady of Light.....
Santa Fe Academy.....
Beaver Seminary.....
St. John's School*.....
Wahsatch Academy*.....
Sacred Heart Academy.....
School of the Good Shepherd.....
Brigham Young Academy.....
Rocky Mountain Seminary.....
St. Mark's Grammar School.....
St. Mark's School for Girls.....
Salt Lake Academy.....
Salt Lake Collegiate Institute.....
Statesville Educational Institute.....
St. Paul's School.....

* From Report of the Commissioner of Education for 1877.

a Tuition in English and French.*b* From annual appropriation.*c* Charge per term.*d* Average charge.*e* Grounds and buildings.*f* Cost of church buildings with which the school is connected.*g* Mission fund.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.	Name.	Location.
Dadeville Masonic Female Institute.	Dadeville, Ala.	School of the Parish of the Good Shepherd.	Frankfort, Ky.
Evening Shade College	Evening Shade, Ark.	Warrendale College.....	Georgetown, Ky.
Lutheran High School.....	Fort Smith, Ark.	Calvary Academy	Near Lebanon, Ky.
St. Ann's Academy	Fort Smith, Ark.	St. Augustine's Academy....	Lebanon, Ky.
St. Mary's Academy	Little Rock, Ark.	Lexington Select Male School	Lexington, Ky.
Prairie Home Seminary.....	Rally Hill, Ark.	Cedar Grove Female Seminary	Louisville, Ky.
Napa Ladies' Seminary	Napa City, Cal.	Graves College	Mayfield, Ky.
Napa Seminary	Napa City, Cal.	Visitation Academy	Maysville, Ky.
St. Joseph's Academy	Oakland, Cal.	Academy of St. Vincent de Paul.	Morganfield, Ky.
Howe's High School and Normal Institute.	Sacramento, Cal. (6th st., bet. J and K).	Bath Seminary	Owingsville, Ky.
Sacramento Home School	Sacramento, Cal. (H bet. 13th and 14th sts.).	Prof. W. H. Lockhart's School	Paris, Ky.
Sacramento Seminary.....	Sacramento, Cal. (I st., bet. 10th and 11th sts.).	St. Charles School	Paris, Ky.
Home Institute	San Francisco, Cal. (218 Eddy st.).	Select School	Paris, Ky.
Seminary for Young Ladies (Mrs. R. T. Huddart).	San Francisco, Cal.	Mount St. Benedict's Academy	Portland, Ky. (Cedar Grove).
Bacon Academy	Colchester, Conn.	Academy of St. Catherine of Sienna.	Springfield, Ky.
Hill's Academy.....	Essex, Conn.	Vanceburg Male and Female High School.	Vanceburg, Ky.
Academy of Our Lady of the Sacred Heart.	Hartford, Conn.	Le Têche Seminary	Baldwin, La.
The Selleck School	Norwalk, Conn.	Feliciana Female Collegiate Institute.	Jackson, La.
Saybrook Seminary.....	Saybrook, Conn.	D'Aquin Institute	New Orleans, La. (282 Bayou R'd).
The Maples; Family School for Young Ladies.	Stamford, Conn.	Institution of the Sisters of St. Joseph.	New Orleans, La. (Box 1555).
Young Ladies' Boarding and Day School (Mrs. C. E. Richardson).	Stamford, Conn.	St. Aloysius Academy	New Orleans, La.
Alworth Hall	Tyler City, Conn.	University School (E. C. Venable).	New Orleans, La.
St. John's Male Academy	Jacksonville, Fla.	Ursuline Order	New Orleans, La.
Sisters of the Holy Names ..	Key West, Fla.	Somerset Academy	Athens, Me.
Academy of the Immaculate Conception.	Atlanta, Ga.	St. Catharine's Hall	Augusta, Me.
St. Mary's Academy.....	Augusta, Ga.	China Academy	China, Me.
Summerville Academy.....	Augusta, Ga.	Westbrook Seminary	Doering, Me.
Barnesville High School	Barnesville, Ga.	Family School for Girls at "The Willows."	Farmington, Me.
Gilmer Street School	Cartersville, Ga.	Fryeburg Academy.....	Fryeburg, Me.
Centreville High School	Centreville, Ga.	Mattanawook Academy.....	Lincoln, Me.
Conyers High School	Conyers, Ga.	Harpwell Academy	North Harpswell, Me.
Cuthbert Male High School ..	Cuthbert, Ga.	Boarding and Day School for Young Ladies.	Portland, Me.
Select School for Boys and Girls.	Cuthbert, Ga.	All Saints' School	Baltimore, Md.
O. O. Nelson Institute	Dawson, Ga.	Pembroke School for Boys ..	Baltimore, Md. (189 Madison ave.).
Cedar Grove Academy.....	Decatur, Ga.	Richland School for Boys	Baltimore, Md. (145 Lanvale st.).
Fort Valley Female Seminary.	Fort Valley, Ga.	St. George's Hall.....	Baltimore, Md. (Elmwood Station).
Cherry High School	Houston County, Ga.	School of Letters and Sciences for Boys.	Baltimore, Md. (78 Read st.).
Long Cane Academy.....	Long Cane, Ga.	Cambridge Male Academy	Cambridge, Md.
Mercer High School	Penfield, Ga.	Mt. de Sales Academy	Near Catonsville, Md.
Academy of St. Vincent de Paul	Savannah, Ga.	St. Joseph's Academy.....	Near Emmittsburg, Md.
C. P. Beman School	Sparta, Ga.	Howard Institute.....	Matthews' Store P. O., Md.
Kelly Springs School	Washington County, Ga.	Mt. St. Agnes' Academy	Mt. Washington, Md.
Loretto Academy	Cairo, Ill.	St. Thomas Home School.....	Owings' Mills, Md.
Chicago Academy	Chicago, Ill. (11 Eighteenth st.).	Milton Academy.....	Philopolis P. O., Md.
Institute of the Infant Jesus..	Quincy, Ill.	Evandale Home School.....	Near Port Deposit, Md.
St. Mary's Institute	Quincy, Ill.	Prof. Henry Cragg's Academy.	St. Denis, Md.
The Bettie Stuart Institute ..	Springfield, Ill.	Blackstone Square School.....	Boston, Mass. (45 W. Newton st.).
Bourbon College	Bourbon, Ind.	School for Young Ladies (Mrs. Cushing).	Boston, Mass. (Highlands, 135 Warren st.).
Our Lady of the Sacred Heart.	Fort Wayne, Ind.	St. Joseph's Select School.....	Cambridgeport, Mass.
St. Ignatius' School.....	La Fayette, Ind.	Home and Day School for Girls (Mrs. James P. Walker).*	Jamaica Plain, Mass.
Collegiate Institute.....	La Grange, Ind.		
Academy of the Assumption..	South Bend, Ind.		
St. Joseph's Academy	South Bend, Ind.		
St. Paul's Grammar School ..	Valparaiso, Ind.		
Blairstown Academy	Blairstown, Iowa.		
Iowa City Academy	Iowa City, Iowa.		
Mount Pleasant High School and Female Seminary.	Mount Pleasant, Iowa.		
St. Mary's Female Academy ..	Leavenworth, Kans.		
Green River Academy and Science School.	Elkton, Ky.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Home School for Boys	Marblehead, Mass.	Champlain Union School and Academy.	Champlain, N. Y.
Highland Hall	Millbury, Mass.	Chatham Academy	Chatham Village, N. Y.
Eaglenest	Newburyport, Mass.	Methessel Institute	Edgewater, N. Y.
Boarding and Day School (Mrs. M. C. Brooks).	Newton Centre, Mass.	St. Joseph's Academy	Flushing, N. Y.
Home School for Boys	Northborough, Mass.	St. Mary's Seminary for Boys	Flushing, N. Y.
Miss Salisbury's School for Young Ladies.	Pittsfield, Mass.	Gainesville Seminary	Gainesville, N. Y.
Willow Park Seminary	Westboro', Mass.	Young Ladies' Seminary, Mt. St. John.	Greenbush, N. Y.
St. Francis Xavier's Academy	Baraga, Mich.	Hamilton Female Seminary ...	Hamilton, N. Y.
Convent of Our Lady of La Salette.	Marquette, Mich.	Andrew J. Qua's School	Hartford, N. Y.
St. Boniface Academy	Hastings, Minn.	Monroe Academy and Union School.	Henrietta, N. Y.
Mrs. Wheaton's Day School...	St. Paul, Minn.	Union Hall Seminary	Jamaica, N. Y. (L. I.)
Norwood Hall	St. Paul, Minn. (67 Irvine Park).	St. Paul's School	Lewisboro', N. Y.
Brookhaven High School for Boys.	Brookhaven, Miss.	St. John's School for Boys	Manlius, N. Y.
Summersville Institute	Gholson, Miss.	Nassau Academy	Nassau, N. Y.
Bethlehem Academy	Holly Springs, Miss.	Boarding and Day School for Young Ladies (Mrs. J. T. Benedict).	New York, N. Y. (7 E. 42d st.).
Trinity High School	Pass Christian, Miss.	Boarding and Day School for Young Ladies (Mrs. Steer).	New York, N. Y. (12 E. 47th st.).
Yazoo Seminary for Girls	Yazoo, Miss.	English and French Boarding and Day School (Mrs. Williams).	New York, N. Y. (26 W. 39th st.).
Arcadia College	Arcadia, Mo.	English and French School for Young Ladies (Miss Ayres).	New York, N. Y. (15 W. 42d st.).
St. Vincent's Academy	Cape Girardeau, Mo.	English, French, and German Boarding and Day School (Miss Comstock).	New York, N. Y. (32 W. 40th st.).
Chillicothe Academy	Chillicothe, Mo.	English, French, and German Boarding and Day School (Mrs. Garretson).	New York, N. Y. (52 W. 47th st.).
Arcadia College	Palmyra, Mo.	English, French, and German School for Young Ladies (Miss Haines).	New York, N. Y. (10 Gramercy Park).
Academy of St. Francis de Sales.	St. Louis, Mo.	French and English Boarding and Day School (Mlles. D'Ormieux and Keith).	New York, N. Y. (277 Madison ave., cor. 40th st.).
Academy of the Sacred Heart.	Antrim, N. H.	Gardner Institute	New York, N. Y. (620 5th ave.).
Dover High School	Dover, N. H.	Hendrick Institute	New York, N. Y. (33 W. 42d st.).
Hampton Academy	Hampton, N. H.	Lyons Collegiate Institute	New York, N. Y. (5 E. 22d st.).
Mt. St. Mary's Academy	Manchester, N. H.	Madame de Valencia's Institute.	New York, N. Y. (33 W. 130th st.).
Milton Classical Institute	Milton, N. H.	Madame O. da Silva's School..	New York, N. Y. (17 W. 38th st.).
Pittsfield Academy	Pittsfield, N. H.	Miss Burgess' School	New York, N. Y. (108 W. 47th st.).
Boarding and Day School for Young Ladies (Miss Ranney).	Elizabeth, N. J.	Mount Washington Collegiate Institute.	New York, N. Y. (40 Washington square).
Boarding and Day School for Young Ladies (Misses Clarkson and Bush).	Elizabeth, N. J.	Mrs. Froehlich's School	New York, N. Y. (28 E. 50th st.).
Mr. Young's Classical School for Boys.	Elizabeth, N. J.	Murray Hill Institute	New York, N. Y. (109 W. 34th st.).
Adrian Institute	Iselin, N. J.	Notre Dame Institute	New York, N. Y. (218 E. 4th st.).
St. Elizabeth's Academy	Madison, N. J.	School for Boys (Mrs. George Vandenhoff).	New York, N. Y. (106 W. 42d st.).
St. Joseph's Preparatory Boarding School.	Near Madison, N. J.	School for Young Ladies (Mrs. Griffiths).	New York, N. Y. (23 W. 48th st.).
Montrose Military Institute ..	Orange (box 603), N. J.	Seabury Seminary	New York, N. Y. (125 W. 42d st.).
Plainfield College for Young Ladies.	Plainfield, N. J.	Ursuline Academy	New York, N. Y. (East Morrisania).
Stevensdale Institute	South Amboy, N. J.	Home Institute	Nyack, N. Y.
Springfield Institute	Springfield, N. J.	Sisterhood of Gray Nuns	Ogdensburg, N. Y.
Albany Female Academy	Albany, N. Y.	Sisters of St. Ann	Oswego, N. Y.
Christian Brothers' Academy ..	Albany, N. Y.	Parma Institute	Parma, N. Y.
St. Mary's School for Girls	Albany, N. Y.	Pelham Female Institute	Pelham, N. Y.
St. Elizabeth's Academy	Allegany, N. Y.	Boys' and Girls' School (Miss Woodcock).	Poughkeepsie, N. Y.
English and French Boarding and Day School.	Astoria, N. Y.	Riverview Academy	Poughkeepsie, N. Y.
Young Ladies' Institute	Auburn, N. Y.		
French and English Home Academy.	Babylon, N. Y.		
Mrs. Wm. G. Bryan's Boarding School for Young Ladies.	Batavia, N. Y.		
Classical and Bible College	Binghamton, N. Y.		
Dean Female College	Binghamton, N. Y.		
Carroll Park School	Brooklyn, N. Y. (242 Carroll st.).		
Lockwood's Academy	Brooklyn, N. Y.		
St. Joseph's Academy	Brooklyn, N. Y.		
Select School for Young Ladies (Madame de Castro).	Brooklyn, N. Y. (233 Raymond street).		
St. Joseph's Academy	Buffalo, N. Y.		

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Birds' Nest Cottage Home School.	Rhinebeck, N. Y.	French and English Academy.	Philadelphia, Pa. (26 S. 21st st.).
Classical School.	Rochester, N. Y.	Ingleside Seminary.	Philadelphia, Pa. (1532 Spruce st.).
Female Academy of the Sacred Heart.	Rochester, N. Y.	Lauderbach Academy.	Philadelphia, Pa. (108 S. 10th st.).
St. Patrick's Preparatory Seminary.	Rochester, N. Y. (Brown st.).	Miss E. M. Bennett's School.	Philadelphia, Pa. (637 W. 17th st.).
Boarding and Day School for Young Ladies.	Rye, N. Y.	Miss V. P. Brown's School.	Philadelphia, Pa. (1907 Pine st.).
Rye Seminary.	Rye, N. Y.	Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa. (1313 Green st.).
Hartford Academy.	South Hartford, N. Y.	St. Joseph's Academy.	Philadelphia, Pa. (1712 Jefferson st.).
Mountain Institute.	Suffern, N. Y.	Select School (Mr. E. Roberts).	Philadelphia, Pa. (1712 Jefferson st.).
Keble School (Mary J. Jackson).	Syracuse, N. Y.	Ury House Academy.	Philadelphia, Pa. (Oxford Church P. O.).
Home Institute.	Tarrytown, N. Y.	The Bishop Bowman Institute.	Pittsburgh, Pa.
Jackson Military Institute.	Tarrytown, N. Y.	St. Benedict's Academy.	St. Mary's, Pa.
Utica Female Academy.	Utica, N. Y.	Convent of the Sacred Heart.	Torresdale, Pa.
White Plains Female Institute.	White Plains, N. Y.	Academy of the Immaculate Heart, Villa Maria.	West Chester, Pa.
White Plains Seminary.	White Plains, N. Y.	Mantua Academy.	West Philadelphia, Pa. (Powelton ave. and 35th st.).
Cary Female Seminary.	Cary, N. C.	Academy of the Sacred Heart. English, French, and German Boarding and Day School.	Newport, R. I. Providence, R. I.
Private School.	Dunn's Rock, N. C.	St. Bernard's Academy.	Woonsocket, R. I.
Female Seminary.	Hillsboro', N. C.	Academy of Our Lady of Mercy.	Charleston, S. C.
Raleigh High School.	Raleigh, N. C.	Ursuline Institute (Valle Crucis).	Near Columbia, S. C.
Buckhorn Academy.	Riddicksville, N. C.	Brewer Normal School.	Greenwood, S. C.
Williston Academy.	Wilmington, N. C.	Academy of Our Lady of Mercy.	Sumter, S. C.
Ursuline Academy.	Cleveland, Ohio.	St. Stephen's School.	Willington, S. C.
Salem Academy.	South Salem, Ohio.	Yorkville Female Institute.	Yorkville, S. C.
Carleton College.	Syracuse, Ohio.	Oak Grove Academy.	Cave Spring, Tenn.
Grand Ronde Indian Agency Manual Labor, Boarding, and Day School.	Grand Ronde, Oreg.	Chapel Hill High School.	Chapel Hill, Tenn.
St. Paul's Academy.	Salem, Oreg.	Female Institute.	Chattanooga, Tenn.
Bethlehem Home School for Boys.	Bethlehem, Pa.	Cane Creek Academy.	Cog Hill, Tenn.
Columbia High School.	Columbia, Pa.	Stonewall Male and Female College.	Cross Plains, Tenn.
Boarding School for Young Ladies (Mary B. Thomas' sisters).	Downingtown, Pa.	Edgefield Female Seminary.	Edgefield, Tenn.
Boarding and Day School for Young Ladies.	Germantown, Pa. (5254 Germantown ave.).	Flag Pond Seminary.	Flag Pond, Tenn.
Academy of Our Lady of the Sacred Heart.	Harrisburg, Pa.	South Normal School and Business Institute (academic department).	Jonesboro', Tenn.
St. Mary's Academy for Young Ladies.	Hollidaysburg, Pa.	Masonic Academy.	Liberty, Tenn.
Collegiate Institute.	Jersey Shore, Pa.	Mt. Pleasant Female Academy.	Mt. Pleasant, Tenn.
Eaton Female Institute.	Kennett Square, Pa.	Temperance Hall.	Orme's Store, Tenn.
St. Xavier's Academy.	Latrobe, Pa.	Oak Grove Academy.	Pin Hook Landing, Tenn.
Swithin Shortlidge's Media Academy for Boys.	Media, Pa.	Powder Springs Academy.	Powder Springs, Tenn.
Parkesburg Classical Institute.	Parkesburg, Pa.	Ripley Academy.	Ripley, Tenn.
Academy of the Assumption.	Philadelphia, Pa.	Fulton Academy.	Smithville, Tenn.
Academy of the Sisters of Mercy.	Philadelphia, Pa.	Cumberland Institute.	Near Sparta, Tenn.
Classical, Mathematical, and English Seminary.	Philadelphia, Pa. (11 S. 16th st.).	Spring Hill Female Academy.	Spring Hill, Tenn.
Collegiate School.	Philadelphia, Pa. (s. w. cor. Broad and Walnut sts.).	Walnut Grove Academy.	Walnut Grove, Tenn.
Collegiate School.	Philadelphia, Pa. (16th and Spruce sts.).	Watauga Academy.	Watauga, Tenn.
Convent of the Society of the Holy Child Jesus.	Philadelphia, Pa.	Oakland Male and Female Academy.	Waynesboro', Tenn.
East Walnut Street Female Seminary.	Philadelphia, Pa. (1221 Walnut st.).	Convent of the Incarnate Word.	Brownsville, Tex.
English and Classical School for Boys.	Philadelphia, Pa. (n. w. cor. 40th and Sansom sts.).	Ursuline Academy.	Laredo, Tex.
		Burlington Young Ladies' School.	Burlington, Vt.
		Convent of Our Lady of Vermont.	East Rutland, Vt.

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Hardwick Academy	Hardwick, Vt.	St. Mary's School.....	Wheeling, W. Va.
Londonderry Academy	Londonderry, Vt.	Waupaca County Academy...	Baldwin's Mills, Wis.
McIndoe's Falls Academy....	McIndoe's Falls, Vt.	Dupont Academy.....	Dupont, Wis.
Shoreham Central High School	Shoreham, Vt.	Gymnasium der Evangel.	Watertown, Wis.
Underhill Academy.....	Underhill, Vt.	Luth. Synode von Wisconsin.	
Academy of the Visitation....	Abingdon, Va.	Academy of the Visitation....	Georgetown, D.C.
Alexandria Academy.....	Alexandria, Va.	Academy of the Sacred Heart	Washington, D.C.
White Rock Female High	Near Fork Union,	of Mary.	
School.....	Va.	Capitol Hill Female Seminary.	Washington, D.C.
Ann Smith Academy	Lexington, Va.	Pinkney Institute	(217 A st., s. e.) Washington, D.C.
St. Mary's Academy	Norfolk, Va.		(1403 New York ave.)
St. Patrick's Female Academy	Richmond, Va.	Thompson Academy.....	Washington, D.C.
Southern Female Institute....	Richmond, Va.	Young Ladies' Seminary (Miss	Washington, D.C.
Union Academy	Spout Spring, Va.	M. J. Harrover).	(1336 I st.)
Landon Female School.....	Stevensville, Va.	Cherokee Female Seminary...	Near Tahlequah, Ind. Ter.
Oak Hill Institute	Wadessville, Va.	St. Michael's College.....	Santa Fé, N. Mex.
Monongalia Academy.....	Morgantown, W. Va.		
Lindsley Institute	Wheeling, W. Va.		
St. Joseph's Academy	Wheeling, W. Va.		

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
Hamner Hall School for Boys	Montgomery, Ala.	Closed.
Batavia Select School.....	Batavia, Cal	Not found.
St. Mary of the Pacific	Benicia, Cal	See St. Mary's Hall; identical.
Bethany Academy	Bethany, Conn	Closed.
Home School for Girls	Bethlehem, Conn.....	See The Curtis School for Girls; identical.
Greenwich Institute	Greenwich, Conn	See Harry Peck's School for Boys.
Homesworth Family School for Young Ladies.....	New Haven, Conn	Suspended.
Family School for Boys	Stratford, Conn	Closed.
Winchester Institute	Winchester, Conn.....	Not found.
Young Ladies' Institute	Windsor, Conn	See Table VIII.
Smyrna Seminary.....	Smyrna, Del	Closed.
Miss Robertson's Select School for Girls.	Wilmington, Del.....	Closed.
Masonic Academy	Milton, Fla	Changed to Santa Rosa County Graded Free School.
Annianna Classical School	Adairsville, Ga	Suspended.
Euharlee Academy	Euharlee, Ga	See Mt. Paran Academy; identical.
Tranquil Institute	Flemington, Ga	Closed.
Franklin Institute	Franklin, Ga	Name changed to Franklin High School.
Jamestown Academy	Jamestown, Ga	Only a primary school.
Hillyer Institute.....	Leesburg, Ga	Not found.
Union Springs High School.....	Murray County, Ga	Name changed to Sumach Semi- nary.
Taylor's Creek Academy.....	Taylor's Creek, Ga	Not in existence.
Sumach Academy.....	Woodland, Ga	See Sumach Seminary, Sumach; identical.
Benedict Academy.....	Chicago, Ill	See Saints Benedict and Scholasti- ca's Select School.
German Institute.....	Chicago, Ill	See J. C. Stockle's Institute; prob- ably identical.
Rogers' Collegiate Institute	Chicago, Ill	Closed.
College of Individual Instruction.....	Evanston, Ill.....	See Table IX.
Select School (Miss Emma L. Baldwin)...	New Albany, Ind.....	Closed.
John Street High School.....	New Albany, Ind.....	Closed.
Northeastern Indiana Literary Institute	Orland, Ind	Incorporated as a high school.
Blue River Academy	Salem, Ind	Not in existence.
Grinnell Academy	Grinnell, Iowa	See Academy of Iowa College; identical.
St. Agatha's Seminary	Iowa City, Iowa	See Table VIII.
Hartford Collegiate Institute	Hartford, Kans	Closed.
Bardstown Female Academy	Bardstown, Ky	See Roseland Female Academy; identical.
Green River Female Seminary.....	Bowling Green, Ky	Closed.
Christ Church Seminary	Lexington, Ky	See Table VIII.
Keachi Female Seminary	Keachi, La	See Table VIII.
School of Modern Languages.....	Baltimore, Md	Principal moved to Washington, D. C.
Alawick Female Seminary.....	Cente's Station, Md.....	Closed.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
St. Michael's Home School for Boys	Reisterstown, Md.	Removed; not found.
Stannmore School	Sandy Spring, Md.	Closed and succeeded by Rockland School.
Family Boarding School for Boys	Belmont, Mass.	Closed.
English, French, and German Family and Day School.	Boston, Mass.	See Miss Putnam's English and Classical Family and Day School; identical.
Elmwood Home	Hadley, Mass.	See "The Elms;" identical.
Leicester Academy	Leicester, Mass.	Suspended.
Highland Institute	Petersham, Mass.	Closed.
School for Boys (Jared Reid, jr)	Pittsfield, Mass.	Not in existence.
Family School for Boys	West Tisbury, Mass.	Not found.
Latimer Hall	Fentonville, Mich.	Closed.
Hallock Institute	Faribault, Minn.	Not in existence.
Hokah Convent	Hokah, Minn.	See Convent of the Blessed Sacrament.
St. Paul's Female Seminary	St. Paul, Minn.	Not in existence.
Blue Mountain Female College	Blue Mountain, Miss.	See Table VIII.
Iuka Presbyterian Male High School.	Iuka, Miss.	Removed.
Academie School	Conway, N. H.	Not in existence.
Contoocook Academy	Hopkinton, N. H.	See Contoocookville.
Marlboro' Select School	Marlboro', N. H.	Not in existence.
McCollom Institute	Mt. Vernon, N. H.	See Table VIII.
Warner Free High School	Warner, N. H.	See Simond's Free High School; identical.
Wolfborough and Tuftonborough Academy.	Wolfborough, N. H.	Now used by the public school of the district.
Miss Woodward's Seminary	Morristown, N. J.	See Miss Longwell's Seminary; identical.
Boarding and Day School for Young Ladies and Children.	Plainfield, N. J.	See Select School.
Cottage Seminary	Alden, N. Y.	Closed.
A. T. Baldwin's Private School	Brooklyn, N. Y.	Closed.
Ontario Female Seminary	Canandaigua, N. Y.	See Table VIII.
Ladies' School	Clifton Springs, N. Y.	See Foster School for Young Ladies; identical.
Miss Walther's Private School	College Point, N. Y.	Closed.
Bede Hall	Cooperstown, N. Y.	Closed.
Croton Military Institute	Croton Landing, N. Y.	Closed.
East Bloomfield Academy	East Bloomfield, N. Y.	Not in existence.
Macgregor Hall	Flushing, N. Y.	Closed.
St. Joseph's Academy	Fordham, N. Y.	Closed.
Fort Plain Seminary and Female Collegiate Institute.	Fort Plain, N. Y.	Closed.
Home School for Boys	Goshen, N. Y.	See Goshen Institute; identical.
Family School	Mechanicsville, N. Y.	See Select School; identical.
Newburgh Institute and Family School for Boys.	Newburgh, N. Y.	See Siglar's Preparatory School.
Jackson Institute	New York, N. Y.	See Suburban Seminary, Morrisania; identical.
Rockland Institute	Nyack, N. Y.	Closed.
Cary School	Oakfield, N. Y.	See Cary Collegiate Seminary; identical.
Red Creek Union Seminary	Red Creek, N. Y.	See Wolcott.
Rock Spring Seminary	Denver, N. C.	Name changed to Denver Seminary.
Hicksville Academy	Hayesville, N. C.	See Hayesville Academy; probably identical.
Mills River Academy	Henderson County, N. C.	Closed.
Hillsboro' Military Academy	Hillsboro', N. C.	Not in existence.
Bartlett Academy	Bartlett, Ohio	Closed.
Dague's Collegiate Institute	Chillicothe, Ohio	Post-office changed to Wadsworth.
St. Aloysius Seminary	Columbus, Ohio	Closed.
Lodi Academy	Lodi, Ohio	Now a graded school.
Friends' Boarding School	Mt. Pleasant, Ohio	Closed; its place being supplied by Friends' Boarding School, Barnesville.
Germantown Academy	Germantown, Pa.	See Table VII.
School for Young Ladies (Miss Julia A. Wilson).	Germantown, Pa. (103 Harvey street).	Closed.
Hofwyl Academy	Kennett Square, Pa.	Superseded by Martin Academy.
University English Academy	Lewisburg, Pa.	United with the Classical Preparatory Department of the University at Lewisburg, with the name University Academy; see Table VII.
Boys' Select School	Philadelphia, Pa. (Cherry st. above 9th).	Closed.
Private School	Philadelphia, Pa.	See Young Ladies' Academy and Select School for Children; identical.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Tioga Seminary	Philadelphia, Pa. (3416 N. 19th street).	Removed; not found.
Wallace Street Seminary for Young Ladies.	Philadelphia, Pa. (1806 Wallace street).	See S. W. Janney and Sisters' Select School.
West Penn Square School	Philadelphia, Pa.	See Agnes Irwin's School; identical.
McClellan's Institute for Boys	West Chester, Pa.	Closed.
J. C. Armstrong's Academy	Bon Aqua Station, Tenn.	Not found.
Lebanon Female College	Lebanon, Tenn.	Closed.
Masonic Female Institute	Maryville, Tenn.	Closed.
Giles College	Pulaski, Tenn.	Succeeded by Pulaski High School.
Clark Seminary for Young Ladies	Houston, Tex.	Closed.
River-Side Institute	Lisbon, Tex.	Closed.
St. Mary's Hall	San Antonio, Tex.	Not in existence.
Norwich English and Classical Boarding School.	Norwich, Vt.	Closed.
Brattleboro' Academy	West Brattleboro', Vt. .	See Glenwood Classical Seminary; identical.
Culpeper Female Institute	Culpeper, Va.	Removed to Gordonsville under the name of Gordonsville Female Institute.
Yelverton Home School	The Plains, Va.	Closed.
Academy of the Visitation	Mt. de Chantal, near Wheeling, W. Va.	Incorporated under name of Wheeling Female Academy.
Coalsmouth High School	St. Albans, W. Va.	Name changed to Shelton College.
St. Albans Seminary	St. Albans, W. Va.	Not in existence.
Jefferson Liberal Institute	Jefferson, Wis.	Closed as an academic school.
Georgetown Female Seminary	Georgetown, D. C.	Removed to Washington under name of Waverley Seminary.
Young Ladies' Seminary (Mrs. H. A. Wheeler).	Georgetown, D. C.	Closed.
English, French, and Classical Institute.	Washington, D. C. (915 New York avenue).	Closed.
Misses Perley's Select School	Washington, D. C.	Closed.
Select School (Miss Sarah A. Pollock) ..	Washington, D. C.	Closed.
University of Washington Territory ..	Seattle, Wash. Ter.	See Table IX.
St. Joseph's Academy	Steilacoom, Wash. Ter. .	Closed.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1878; from replies to inquiries by the United States Bureau of Education.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.										Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	Number of years in full course of study.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
Oak Mount School for Boys	Napa, Cal.		1873	C. M. Walker, A. B.	Non-sect.	6	15	9	50	7	3				40		
California Military Academy	Oakland, Cal.	0	1865	Rev. David McClure, M. D., and Maj. Stewart McClure.	Non-sect.	8	8	102		(a)	3		4	4	40		
Oakland High School	Oakland, Cal.		1869	J. B. McGhesney, A. M.	Non-sect.	9	9	50	200	14	10		13	3	41		
Franciscan College	Santa Barbara, Cal.	1876	1868	Very Rev. J. M. Romo, O. S. F.	R. C.	6	60	60	40	8	0	0	0	10	38		
Santa Barbara College	Santa Barbara, Cal.	1869	1872	Mrs. E. P. Keneey	Non-sect.	9	2	6	64	(a)				6	40		
Golden Academy	Golden, Colo.		1878	Rev. T. L. Bellam, A. M.	P. E.	2	3	6	21	9				6	40		
Hartford Public High School	Hartford, Conn.	0	1847	Joseph Hall, A. M.	Non-sect.	15	125	30	300	12	12	4	60	4	40		
Collegiate and Commercial Institute*	New Haven, Conn.		1856	William H. Russell, A. M.	Non-sect.	13	25	15	60	12				0	38		
Hopkins Grammar School	New Haven, Conn.	1660	1664	Rev. William Hutchinson, A. M.	Cong.	7	30	140			32	9	1	5	42		
Norwich Free Academy	Norwich, Conn.	1854	1856	J. A. Shores, A. M.	Baptist	7	32	8	93		5	3	16	4	40		
Connecticut Literary Institution	Sufield, Conn.	1853	1853	Charles F. W. Hubbard	Non-sect.	3	6			(a)				40	39		
Woodstock Academy*	Woodstock, Conn.		1872	Allen and Lowry	M. E. So.	2			53	(a)				40	39		
South Georgia Male Institute*	Dawson, Ga.		1874	Ira W. Allen, A. M., LL. D.	Non-sect.	14	55	30	42	6				8	40		
Allen Academy and Polytechnic Institute.	Chicago, Ill. (144 and 146 22d street).																
Whipple Academy	Jacksonville, Ill.		1869	George W. Bailey (secretary)	Non-sect.	(c)	11	19							38		
Lake Forest Academy*d	Lake Forest, Ill.	1857	1857	Albert E. Sablin, A. M.	Presb.	10	36	5	40	10	10	4	4	5	40		
St. Francis Solanus College*	Quincy, Ill.	1873	1859	Rev. P. A. Muller, O. S. F.	R. C.												
Indianapolis Classical School	Indianapolis, Ind.		1876	Sewall and Abbot		4	(30)							5	38		

* From report of the Commissioner of Education for 1877.

pupils has principally those in primary classes.

ings since destroyed by fire; school closed.

b At present the boarding department is temporarily closed; the department for day

c Under faculty of Illinois College (see Table IX), having only 1 instructor exclusive of those in the college.

d Build-

37	Public High School	Concord, Mass	1851	William L. Eaton	3	12	29	14	2	5	4	40			
38	Williston Seminary*	Easthampton, Mass	1841	James M. Whiton, pr. D.	10	14	70	17	23	18	3-4	39			
39	Lawrence Academy	Groton, Mass	1793	E. S. Ball, A. M.	4	90	43	5	5	7	3-4	39			
40	Monson Academy*	Monson, Mass	1804	Rev. Charles Hammond, M. D.	10	27	5	97	12	1	3	36			
41	Classical School for Girls	Northampton, Mass	1877	Miss Mary A. Burnham	4	25	0	21	5	0	1	39			
42	Mr. Knapp's Home School	Plymouth, Mass	1867	Frederick N. Knapp	3	4	4	4	10	2	6	40			
43	Adams Academy	Quincy, Mass	1867	William Everett, M. D.	4	69	13	26	13	5	4	37			
44	St. Mark's School	Southborough, Mass	1865	Rev. J. I. T. Coolidge, D. D.	9	25	4	35	12	4	6	38			
45	Greylock Institute	South Williamstown, Mass	0	Benjamin F. Mills, A. M.	5	25	4	35	10	6	5	38			
46	Springfield Collegiate Institute*	Springfield, Mass	1874	Rev. M. C. Stebbins, A. M.	1	4	1	12	12	2	52	37			
47	Edwards Place School	Stockbridge, Mass	1855	Ferdinand Hoffmann	12	20	16	38	8	15	8	37			
48	West Newton English and Classical School	West Newton, Mass	1855	Nathaniel T. Allen	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.			
49	Worcester Academy	Worcester, Mass	1834	Nathan Leavenworth, A. M.	7	29	8	40	14	1	0	4	40		
50	Austin Academy	Centre Strafford, N. H.	1830	Rev. Sullivan C. Kimball, A. M.	2	3	41	1	0	2	4	36	40		
51	St. Paul's School	Concord, N. H.	1855	Rev. Henry A. Coit, D. D.	16	170	20	20	28	2	6	38	40		
52	Phillips Exeter Academy	Exeter, N. H.	1781	Albert C. Perkins, A. M.	6	104	0	30	13	36	3	39	40		
53	Kimball Union Academy	Merriden, N. H.	1813	George J. Cummings, A. M.	5	10	69	14	10	4	39	40	40		
54	Kimball Union Institute	Mont Vernon, N. H.	1850	W. H. Roy, D. D.	5	15	6	39	5	0	36	40	40		
55	Colby Academy	New London, N. H.	1853	Elias J. MacEwan, A. M.	7	19	0	55	(a)	1	0	39	40		
56	Fannum Preparatory School	Beverly, N. J.	1856	J. Fletcher Street, A. M. (res. dent principal)	8	140	140	140	(a)	5	4-5	39	40		
57	Peddie Institute	Hightstown, N. J.	1865	Rev. E. J. Avery, A. M.	6	14	4	50	4	0	4	4	40		
58	Stevens High School	Hoboken, N. J.	1870	Rev. Edward Wall, A. M.	5	2	5	28	7	2	4	36	40		
59	Princeton College Preparatory School	Princeton, N. J.	1872	Rev. Chas. J. Jowett Collins, A. M.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.		
60	Cazenovia Seminary	Cazenovia, N. Y.	1825	Rev. E. W. Hall, A. M.	11	120	253	253	(a)	3	39	39	40		
61	Claverack College and Hudson River Institute	Claverack, N. Y.	1829	Rev. Alonzo Flack, Ph. D.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.	Non-sect.		
62	Fort Edward Collegiate Institute	Fort Edward, N. Y.	1854	Rev. Joseph E. King, D. D., Ph. D.	15	25	10	265	13	10	3	27	39	39	
63	Colgate Academy	Hamilton, N. Y.	1853	Francis W. Towle	Baptist	6	76	8	27	14	31	0	2	4	37
64	Cook Academy	Havana, N. Y.	1872	A. C. Winters, A. M.	Baptist	8	85	5	165	5	0	19	3	39	39
65	Ithaca High School	Ithaca, N. Y.	1873	Fox Holden	Non-sect.	6	30	40	70	(a)	10	4	4	40	40
66	Mr. Kinne's School	Ithaca, N. Y.	0	William Kinne, A. M.	Non-sect.	2	2	7	2	4	0	4	0	40	40
67	Kindershook Academy	Kindershook, N. Y.	1823	George H. Taylor, A. M.	Non-sect.	5	8	7	41	12	0	0	5	4	40
68	Kingston Free Academy	Kingston, N. Y.	1795	Charles Curtis, A. M., Ph. D.	Non-sect.	6	25	57	(a)	3	2	16	3	43	43
69	Siglar's Preparatory School	Newburgh, N. Y.	1863	Henry W. Siglar	Non-sect.	4	8	1	16	5	0	38	40	40	40
70	Anthron Grammar School	New York, N. Y.	1867	Charles A. Miles	Non-sect.	8	20	3	32	8	7	1	4	40	40
71	Brittain Brothers' Preparatory Scientific School	New York, N. Y. (267 Broadway)	1878	T. J. and A. W. Brittain	Non-sect.	3	18	18	8	8	4	4	40	40	40
72	Charlier Institute*	New York, N. Y. (Central Park)	0	Prof. Elie Charlier	Non-sect.	30	40	20	100	7	8	6	14	10	39
73	Columbia Grammar School	New York, N. Y. (333 and 335 4th ave.)	0	Bacon and Campbell	Non-sect.	16	68	20	99	7	14	3	13	8	40
74	Dabney University School	New York, N. Y. (25 E. 29th st.)	1874	V. Dabney	Non-sect.	2	15	5	1	7	3	2	38	38	38
75	Preparatory Scientific School	New York, N. Y. (210 W. 42d st.)	0	Prof. Alfred Colin, M. E.	Non-sect.	4	6	9	8	0	1	8	38	38	38
76	University Grammar School	New York, N. Y. (1481 Broadway)	1837	M. M. Hobby and Wm. L. Almi, A. M.	Non-sect.	9	10	6	65	7	4	40	40	40	40
77	Park Institute	Rye, N. Y.	1869	Henry Tadlock, A. M.	Non-sect.	5	50	10	0	6	4	0	12	38	38
78	St. John's School	Sing Sing, N. Y.	1869	Rev. J. B. Gibson, D. D.	P. E.	8	35	48	10-15	1	2	7	6	40	40

* From Report of the Commissioner of Education for 1877. # Not specified.

TABLE VII.—Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1878, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.						Number of years in full course of study.	Number of weeks in scholastic year.
							Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15 16
79 De Veaux College*	Suspension Bridge, N. Y.	1853	1857	Rev. George Herbert Patterson, A. M., LL. B. (president).	P. E.	6	20	5	38	9	0	0	3	7 40
80 Rev. M. R. Hooper's Academy for Boys.	Yonkers, N. Y.	.....	1867	Rev. M. R. Hooper, A. M.	Non-sect ..	4	18	0	19	8	0	2	0	5 40
81 Chickering Classical and Scientific Institute.	Cincinnati, Ohio (George St., bet. Smith and John).	.....	1855	J. B. Chickering, A. M.	Non-sect ..	16	50	60	100	7	8	2	9	7 39
82 Collegiate School	Cincinnati, Ohio	.....	1877	Rev. J. Babin, A. B.	P. E.	6	.....	.....	.....	7	4	3	1	2-6 40
83 Brooks School	Cleveland, Ohio	1875	1874	John S. White, A. B. (head master).	Non-sect ..	18	50	40	70	11	6	3	9	6 38
84 Milnor Hall.	Gambier, Ohio	.....	1852	J. P. Nelson, C. E., M. E.	P. E.	4	20	.....	6	10	5	.....	4-5	38
85 Department of preparatory instruction in Oberlin College.*	Oberlin, Ohio	1834	1834	George H. White, A. M.	Non-sect ..	35	213	.....	272	16	50	.....	3	38
86 Miami Classical and Scientific Training School for Boys.	Oxford, Ohio	1824	1824	Isaiah Trufant, A. M., and B. F. Marsh, A. M.	Non-sect ..	4	32	2	15	(a)	1	0	0	4 40
87 Chambersburg Academy	Chambersburg, Pa.	1797	1793	J. H. Shumaker, PH. D.	Non-sect ..	4	18	5	18	12	5	3	10	4 40
88 Germantown Academy	Germantown (Philadelphia), Pa. (School Lane).	1784	1760	William Kershaw, A. M.	Non-sect ..	9	100	8	30	.....	3	1	.....	40
89 Wyoming Seminary	Kingston, Pa.	1844	1844	Rev. David Copeland, PH. D., D. D.	M. E.	12	36	21	275	12	6	10	6	3 40
90 Franklin and Marshall Academy	Lancaster, Pa.	.....	.....	Rev. Thomas G. Apple, D. D. (president of college).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91 University Academy	Lewisburg, Pa.	1846	1846	William E. Martin, A. M.	Baptist ..	5	21	7	.....	.....	8	.....	.....	40
92 Lewistown Academy	Lewistown, Pa.	1814	1814	W. H. Schuyler, A. M.	Non-sect ..	5	14	2	55	10	1	1	0	5 40
93 Cumberland Valley Institute*	Mechanicsburg, Pa.	.....	1853	Rev. O. Ege	Meth.	2	.....	.....	.....	.....	.....	.....	.....	40
94 Fewsmin's Classical and Mathematical School.	Philadelphia, Pa. (1008 Chestnut st.).	0	1857	William Fewsmin, M. A.	.....	5	15	4	17	9	0	0	5	7-8 42

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1878, &c.—Continued.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	17 Has the school a chemical laboratory?	18 Has the school a philosophical cabinet and apparatus?	19 Has the school a gymnasium?	Library.		Annual charge for tuition.	23 Average cost of board and lodging per annum.	Property, income, &c.				28 Scholastic year begins —
				Number of volumes.	Increase in the last school year.			24 Value of grounds, buildings, and apparatus.	25 Amount of productive funds.	26 Income from productive funds.	27 Receipts for the last year from tuition fees.	
64 Cook Academy.....	×	×	×	800	150	\$21, 30 36	\$170	\$156, 000	\$0	\$0	\$6, 227	Sept., 1st Tues.
65 Ithaca High School*.....	×	×	0	600	12	30	150	12, 000	.....	.....	750	August 1.
66 Mr. Kinne's School*.....	0	×	×	600	30	(500)	.....	20, 000	0	0	0	Sept.
67 Kinderhook Academy.....	0	×	×	573	17	40-60	350	5, 000	0	0	1, 870	Sept., 1st Wed.
68 Kingston Free Academy.....	×	×	0	830	40	636	172	44, 000	5, 100	357	322	Sept., 1st Mon.
69 Slinger's Preparatory School.....	.....	.....	.....	400	.....	400	400	30, 000	.....	.....	.....	Sept., 1st Tues.
70 Anthon Grammar School*.....	×	0	0	0	.....	150-250	.....	.....	.....	.....	.....	September 21.
71 Brittain Brothers' Preparatory Scientific School.....	.....	.....	.....	.....	.....	80-150	.....	.....	.....	.....	.....	Sept., 1st Mon.
72 Charter Institute*.....	60	60	×	3, 000	100	100-300	400	400, 000	.....	.....	.....	September 18.
73 Columbia Grammar School.....	×	×	0	0	0	100-250	.....	.....	0	0	.....	September 16.
74 Dabney University School.....	0	×	0	0	0	100-300	.....	.....	.....	.....	2, 750	.....
75 Preparatory Scientific School.....	0	×	0	0	0	200-300	.....	61, 000	0	0	3, 234	.....
76 University Grammar School.....	0	×	0	0	.....	.....	.....	.....	.....	.....	.....	September 24.
77 Park Institute.....	0	×	0	.....	.....	60, 80, 120	6500	25, 000	.....	.....	5, 000	September 16.
78 St. John's School.....	0	×	×	700	100	(600)	.....	.....	.....	.....	.....	September 11.
79 De Veaux College*.....	×	×	×	1, 200	0	400	400	60, 000	.....	.....	.....	September.
80 Rev. M. R. Hooper's Academy for Boys.....	0	0	×	500	.....	50-160	300	670, 000	.....	.....	3, 000	September.
81 Chickering Classical and Scientific Institute.....	×	×	×	800	250	7100	.....	50, 000	0	0	16, 500	September 15.
82 Collegiate School.....	.....	.....	.....	.....	.....	100, 150	500	.....	.....	.....	.....	Sept., 3d Wed.
83 Brooks School.....	×	×	×	500	30	100-150	180	40, 000	0	0	7, 000	September 10.
84 Minor Hall.....	0	0	×	.....	.....	30	300	.....	.....	.....	.....	September 3.
85 Department of preparatory instruction in Oberlin College.*.....	×	×	×	15, 000	.....	9	.....	300, 000	120, 000	8, 887	3, 409	September 4.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Jarvis Hall	Golden, Colo	Buildings burned; school work continued under name of Golden Academy.
Preparatory department of Griswold College..	Davenport, Iowa.....	See Table IX.
Bethlehem Academy.....	Elizabethtown, Ky.....	No information received.
Maine Central Institute.....	Pittsfield, Me.....	No information received.
Lebanon Academy.....	West Lebanon, Me.....	No information received.
Private Latin School.....	Boston, Mass.....	No information received.
Warren Academy.....	Woburn, Mass.....	No information received.
New London Literary and Scientific Institution	New London, N. H.....	See Colby Academy; identical.
Preparatory department of Burlington College.	Burlington, N. J.....	No information received.
Rutgers College Grammar School	New Brunswick, N. J.....	No information received.
Union Classical Institute	Schenectady, N. Y.....	No information received.
Easton Classical and Mathematical School	Easton, Pa.....	No information received.
"The Hill" School.....	Pottstown, Pa.....	No information received.
Lapham Institute.....	North Scituate, R. I.....	No information received.
Cladlin University.....	Orangeburg, S. C.....	See Table IX.
Brattleboro' Academy	West Brattleboro', Vt.....	See Glenwood Classical Seminary, Table VI; identical.
Milwaukee Academy	Milwaukee, Wis.....	Name changed to Markham Academy.

TABLE VIII. — Statistics of institutions for the superior instruction of women for 1878; from replies to inquiries by the United States Bureau of Education.

NOTE. — x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of in-struction.			Instructors in preparatory de-partment.	Number in preparatory de-partment.	Students.				Total number in all depart-ments.	Number of scholarships.
						Total.	Male.	Female.			In regular course.	In special or par-tial course.	Number of grad-uate students.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Union Female College*	Enfauila, Ala.	1853	1853	Rev. William H. Patterson, A. M.	Non-sect	4	1	3	5	40	100	3	.....	143	12	.....
Florence Synodical Female Col-lege.	Florence, Ala.	1855	1855	J. D. Anderson, A. M.	Presb. ...	7	1	6	2	15	39	.....	.....	54	.....	.....
Huntsville Female College.	Huntsville, Ala.	1852	1853	Rev. George W. F. Price, A. M.	M. E. So.	8	3	5	2	.....	.....	.....	15	95	0	.....
Huntsville Female Seminary	Huntsville, Ala.	1829	1829	Mrs. F. A. Ross	Presb.	8	2	6	.....	.....	.....	.....	.....	60	0	.....
Judson Female Institute.	Marion, Ala.	1839	1839	Rev. L. R. Gwaltney, D. D.	Baptist..	9	3	6	2	33	83	.....	.....	116	.....	.....
Marion Female Seminary.	Marion, Ala.	1842	1846	Rev. H. R. Raymond, D. D.	Non-sect	9	2	7	1	27	64	16	.....	107	.....	.....
Synodical Female Institute* ..	Talladega, Ala.	1832	1832	Thomas C. Miller	Presb.	3	1	2	.....	15	41	.....	.....	56	.....	.....
Alabama Central Female College.	Tuscaloosa, Ala.	1838	1838	A. K. Yancey	Baptist..	7	2	5	2	49	45	9	.....	104	5	.....
Tuscaloosa Female College* ..	Tuscaloosa, Ala.	1839	1839	Alonzo Hill, A. M.	Non-sect	10	2	8	2	23	64	10	3	100	0	.....
Alabama Conference Female Col-lege.*	Tuskegee, Ala.	1855	1855	John Massey, A. M.	Meth.	7	1	6	0	10	72	3	88	.....	.....	.....
Young Ladies' Seminary.	Benicia, Cal.	0	1852	Mrs. Mary Atkins Lynch	Non-sect	10	2	8	(b)	.....	.....	.....	.....	51	.....	.....
College of Notre Dame* ..	San Jose, Cal.	1853	1851	Sister Marie Connelie, R. C.	R. C.	8	3	5	25	46	1	.....	.....	285	0	.....
Hartford Female Seminary.	Hartford, Conn.	1827	1815	William T. Gage, A. M.	Non-sect	9	.....	.....	1	15	60	.....	.....	75	.....	.....
Congregation de Notre Dame*	Waterbury, Conn.	1869	1869	Sister St. Cecilia, R. C.	R. C.	9	.....	.....	2	50	.....	4	180	.....	.....	.....
Wesleyan Female College.	Wilmington, Del.	1841	1837	Rev. J. M. Williams, A. M.	M. E.	8	2	6	2	15	60	7	1	83	0	.....
Lucy Cobb Institute* ..	Athens, Ga.	1858	1858	Mrs. A. E. Wright and Rev. P. A. Heard.	Non-sect	8	3	5	1	31	53	.....	.....	90	.....	.....
Southern Masonic Female College*	Covington, Ga.	1851	1852	Rev. J. N. Bradshaw	Non-sect	6	1	5	1	34	53	9	0	96	0	.....
Dalton Female College.	Dalton, Ga.	1873	1873	Rev. W. A. Rogers, A. M.	Meth.	6	4	2	1	35	28	42	.....	105	.....	.....
Monroe Female College.	Forsyth, Ga.	1849	.....	R. T. Asbury, A. M.	Baptist..	9	4	5	2	54	61	.....	.....	115	.....	.....

*Same teachers in preparatory and collegiate departments.

b Also 350 free scholars.

*From Report of the Commissioner of Education for 1877.

a Was organized in 1852 as Tuscaloosa Female High School.

TABLE VIII.—Statistics of institutions for the superior instruction of women for 1878, &c.—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.				Number in preparatory department.	Total number in all departments.	Number of scholarships.
						Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.					
											In regular course.	In special or partial course.	Number of graduate students.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Griffin Female College	Griffin, Ga.	1848	1849	A. B. Niles, A. M.	Non-sect	6	3	3	2	40	44	24	...	108	...	...
Hamilton Female College*	Hamilton, Ga.	1854	1854	J. H. Lovelace, A. M.	Non-sect	3	1	2	...	...	...	...	...	108	0	...
Southern Female College	La Grange, Ga.	1848	1844	I. F. Cox, A. M.	Non-sect	9	3	6	1	24	72	8	4	108	...	...
Wesleyan Female College	Macon, Ga.	1836	1839	Rev. W. C. Bass, D. D.	M. E. So	11	5	6	2	32	156	10	24	222	4	...
Marietta Female College	Marietta, Ga.	1869	1872	J. Colton Lynes	Non-sect	4	2	2	1	3	40	...	...	43	...	...
College Temple*	Newnan, Ga.	1853	1853	M. P. Kellogg, A. M.	Non-sect	7	1	6	1	25	75	...	...	100	...	...
Houston Female College*	Perry, Ga.	1853	1853	J. L. Saunders	Baptist...	7	3	1	...	25	15	5	...	45	...	...
Rome Female College*	Rome, Ga.	1877	1857	Rev. J. M. M. Caldwell	Presb...	7	3	4	1	41	88	...	5	134	0	...
Shorter College	Rome, Ga.	...	...	Rev. R. D. Mallory, A. M.	...	...	...	...	...	...	...	...	...	...	...	...
Young Female College	Thomasville, Ga.	1871	1871	John E. Baker	Non-sect	4	1	3	...	20	56	...	...	76	...	...
Almira College*	Greenville, Ill.	1859	1856	Rev. John B. White, A. M.	Baptist	7	1	6	1	20	36	8	...	64	...	...
Highland College for Women	Highland Park, Ill.	1876	1876	Edward P. Weston, A. M.	Non-sect	11	2	8	(a)	15	52	10	3	80	...	...
Illinois Female College	Jacksonville, Ill.	1847	1848	Rev. William F. Short, A. M.	M. E.	5	2	3	2	30	74	33	3	140	...	...
Jacksonville Female Academy	Jacksonville, Ill.	1835	1839	E. F. Ballard, A. M.	Presb.	10	3	7	5	22	84	9	3	118	...	...
St. Mary's School	Knoxville, Ill.	1859	1868	Rev. C. W. Leffingwell, D. D.	P. E.	10	3	7	...	37	51	2	...	90	0	...
Ferry Hall, Lake Forest Univ'y	Lake Forest, Ill.	1869	1869	Rev. A. G. Wilson, A. M.	Presb.	13	6	7	1	44	34	13	0	91	0	...
Chicago Female College	Morgan Park, Ill.	1873	1873	Gilbert Thayer, D. D.	Non-sect	13	4	9	1	14	44	12	6	76	...	...
St. Angela's Academy*	Morris, Ill.	1868	1857	Sister Mary Claudine	R. C.	13	...	...	...	200	97	3	...	175	0	...
Mt. Carroll Seminary*	Mount Carroll, Ill.	1852	1853	Mrs. F. A. W. Shimer	Non-sect	15	2	13	...	43	...	...	...	200	0	...
Rockford Female Seminary	Rockford, Ill.	1847	1849	Miss Anna P. Sill	C. & P.	17	2	15	3	41	43	21	0	6180	3	...
Moravian Seminary for Young Ladies.	Hope, Ind.	1851	1866	Rev. F. R. Holland	Moravian	7	2	5	...	...	...	...	...	50	...	...
De Pauw Female College*	New Albany, Ind.	1866	1866	Rev. Erasmus Rowley, D. D.	M. E.	8	1	7	2	30	53	6	0	89	0	...
Immaculate Conception Academy	Davenport, Iowa	1869	1859	Sister Mary Gonzaga	R. C.	17	...	...	9	98	57	20	2	177	...	...
St. Agatha's Seminary	Iowa City, Iowa	1861	1859	Sister Mary Agnes	R. C.	...	...	...	8	...	...	...	...	150	...	...
College of the Sisters of Bethany	Topeka, Kans.	1861	1861	Rt. Rev. T. H. Vail, D. D., LL. D.	P. E.	12	3	9	a9	45	46	2	0	e102	0	...

	1870	1871	T. Sumner Stevens	Presb...	6	2	4	3	47	28		75
Bowling Green Presbyterian Female College.	1870	1871	T. Sumner Stevens	Presb...	6	2	4	3	47	28		75
Clinton, Ky.	1875	1874	T. N. Wells, A. M.	Baptist..	5	2	4	3	75	75	0	150
Crab Orchard, Ky.	1875	1875	Mrs. S. J. H. Tarrant.	Baptist..	5	1	4	1	27	35	3	2
Franklin, Ky.	1868	1868	Col. J. S. Austin, A. M.	Non-sect	8	2	6	0	70	58	6	1
Georgetown Female Seminary.	1829	1849	J. J. Tucker, A. M.	Baptist..	14	2	12	5	49	53		102
Liberty Female College.	1873	1845	James H. Fuqua, A. M.	Baptist..	6	1	5	2	35	102	8	0
Daughters College.	1844	1856	John Aug. Williams	Non-sect	8	2	6			100		145
Hopkinsville, Ky.	1853	1854	J. W. Rust, A. M.	Baptist..	3	2	7		55	50		105
Bethel Female College.	1853	1854	J. W. Rust, A. M.	Baptist..	3	2	7		55	50		105
Home School for Girls.	1853	1854	Mrs. M. J. Thompson	Non-sect	3		3					20
Christ Church Seminary.	1866	1866	Mrs. Helen L. Totten	P. E.						86	15	
Lexington, Ky.	1869	1869	J. T. Patterson	Christian	13	7	6	(a)				101
Hamilton Female College.	1869	1869	J. T. Patterson	Baptist..	5	1	4	1	27	26	1	54
Lexington, Ky.	1869	1869	Rev. W. S. Ryland, A. M.	Baptist..	12	12	12	12	80			80
St. Catherine's Female Academy.	1871	1871	Sister Superiress	Non-sect								
Louisville, Ky.	1851	1851	Mrs. W. B. Nold	Non-sect	18	7	11	4	92	120	2	214
Louisville, Ky.	1856	1852	Rev. Geo. T. Gould, A. M., D. D.	M. E. So.	10	2	8	0	50	150	3	0
Millersburg Female Seminary	1876	1869	William H. Savage, A. M.	M. E. So.	5	1	4	1	13	51	0	64
Mt. Sterling Female College*	1877	1877	W. H. Randle, A. M.	Non-sect	7	3	4	1	30	42	7	0
Paducah, Ky.	1871	1847	W. S. Jones	Non-sect	7	3	4	1	30	42	7	0
Paris, Ky.	1871	1847	W. S. Jones	Non-sect	7	3	4	1	30	42	7	0
Bourbon Female College*	1867	1869	A. B. Stark, L. D.	M. E. So.	5	3	2	1	25	80	0	105
Loran Female College.	1867	1869	A. B. Stark, L. D.	M. E. So.	5	3	2	1	30			85
Southern Hill Female Academy*	1859	1825	Mrs. Julia A. Tevis	M. E.	7	2	5	1	44	55		100
Shelbyville, Ky.	1849	1839	W. H. Stuart	Non-sect	8	2	6	2	40	89	1	129
Shelbyville, Ky.	1870	1870	Mrs. Solite C. Trueheart, A. M.	Non-sect	7	1	6	2	40	89		129
Stanford, Ky.	1864	1862	R. E. Cabell, A. B.	Non-sect	7	1	6	2	40	89		129
Woolburn, Ky.	1864	1862	R. E. Cabell, A. B.	Non-sect	7	1	6	2	40	89		129
Clinton, La. (East Fe-	1852	1852	Edwin H. Fay, A. M.	Presb...	6	1	5	1	10	60	0	70
Itasca Parish).	1852	1852	Edwin H. Fay, A. M.	Presb...	6	1	5	1	27	33		60
Keachi Female College	1857	1858	Rev. J. H. Tucker	Baptist..	5	2	3					76
Keachi, La.	1857	1858	Rev. J. H. Tucker	Baptist..	5	2	3					76
Mansfield Female College	1855	1855	Rev. Thos. Armstrong, A. M.	M. E. So.	6	2	4		20	70		90
Minden, La.	1855	1855	Thomas O. Benton	M. E. So.	5		5	2	27	53		80
Minden, La.	1870	1870	Mrs. A. L. Pagaud	Presb...	11	2	9					100
New Orleans, La. (402			Mrs. A. L. Pagaud	Presb...	11	2	9					100
street and 404 Carondelet			Mrs. A. L. Pagaud	Presb...	11	2	9					100
Kent's Hill, Me.	1821	1821	Rev. H. P. Torsey, D. D., L. D.	M. E.	12	7	5			28		335
Kent's Hill, Me.	1821	1821	Rev. H. P. Torsey, D. D., L. D.	M. E.	12	7	5			28		335
Waterville, Me.	1842	1829	J. H. Hanson, L. L. D.	Baptist..	(d)			(d)				223
Waterville Classical Institute.	1842	1829	J. H. Hanson, L. L. D.	Baptist..	(d)			(d)				223
Baltimore Academy of the Visi-	1838	1837	Sister Mary Paula Combs.	R. C.	22		22			15		165
tation.	1838	1837	Sister Mary Paula Combs.	R. C.	22		22			15		165
Baltimore Female College.	1849	1848	N. C. Brooks, L. L. D.	Non-sect	8	4	4	1	16	55	1	73
Baltimore, Md. (Park			N. C. Brooks, L. L. D.	Non-sect	8	4	4	1	16	55	1	73
Place).			N. C. Brooks, L. L. D.	Non-sect	8	4	4	1	16	55	1	73
The Misses Norris' School*	1868	1868	Miss Rebecca S. Norris		6	1	5					40
Baltimore, Md. (32			Miss Rebecca S. Norris		6	1	5					40
McCulloh street).			Miss Rebecca S. Norris		6	1	5					40
Burlittsville, Md.	1866	1866	Rev. J. H. Turner	Luth.	5	1	4			25	6	31
Burlittsville, Md.	1858	1859	J. F. Baucher, A. M.	Non-sect	4	1	3		4	24		28
Cambridge Female Seminary	1840	1843	M. W. Hackelton	Non-sect	8	1	7	1	8	54	10	80
Frederick, Md.	1829	1829	Miss Philena McKeen	Non-sect	15	5	10					117
Andover, Mass.	1851	1851	Charles C. Bragdon, A. M.	M. E.	18	7	11	f 4	21	30	21	72
Abbot Academy.	1851	1851	Charles C. Bragdon, A. M.	M. E.	18	7	11	f 4	21	30	21	72
Lasell Seminary for Young Women	1851	1851	Charles C. Bragdon, A. M.	M. E.	18	7	11	f 4	21	30	21	72
Gannett Institute.	1851	1851	Charles C. Bragdon, A. M.	M. E.	18	7	11	f 4	21	30	21	72
Boston, Mass. (69 Ches-	1851	1851	Charles C. Bragdon, A. M.	M. E.	18	7	11	f 4	21	30	21	72
ter Street).	1851	1851	Charles C. Bragdon, A. M.	M. E.	18	7	11	f 4	21	30	21	72

d See Table VII.

^a See Table VII.

^b This number is included in the 55 students reported in Table VII.

e This number is in
f Special teachers.

b Includes students in music, drawing and painting, and modern languages.

c Includes some students in primary department.

includes some students in primary department.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of in- struction.			Instructors in preparatory de- partment.	Number in preparatory de- partment.	Students.				Total number in all depart- ments.	Number of scholarships.
						Total.	Male.	Female.			Number in col- legiate depart- ment.	Number in preparatory de- partment.				
												In regular course.	In special or par- tial course.	Number of grad- uate students.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
84	Bradford Academy	1804	1803	Miss Annie E. Johnson	Cong.	10	1	9	1	34	50	44	....	128	1	
85	Smith College	1871	1875	Rev. L. Clark Sedye, D. D.	Non-sect ..	23	14	9	....	....	136	....	....	136	....
86	Northampton, Mass	1837	1834	Miss Ellen M. Haskell	Cong.	11	1	10	0	13	63	25	....	106	61	
87	Maplewood Institute	1848	1841	Rev. C. V. Spear, A. M., and Rev. E. Avery, A. M.	Cong.	11	6	5	....	....	....	....	....	60	....
88	Mount Holyoke Female Seminary	1836	1837	Miss Julia E. Ward	Non-sect ..	32	5	27	....	....	247	....	....	247	(6)	
89	Wellesley College	1850	1875	Miss Ada L. Howard	Non-sect ..	21	1	20	....	....	....	33	5	339	4	
90	Oread Collegiate Institute*	1850	1848	Harris R. Green, A. M.	Non-sect ..	10	4	6	....	....	....	....	....	50	0	
91	Michigan Female Seminary*	1858	1857	Miss Jennette Fisher	Presb.	7	1	6	0	0	60	....	....	60	....
92	Young Ladies' Seminary and Col- legiate Institute.*	1850	1849	Prof. E. J. Boyd, A. M.	Non-sect ..	8	3	5	2	33	52	6	2	93	0	
93	St. Mary's Hall	1866	1866	Rt. Rev. H. B. Whipple, D. D.	P. E.	11	1	10	....	....	....	....	....	87	....
94	Bennet Seminary	1871	1869	Mrs. Margaret B. Milligan	Non-sect ..	5	1	4	....	8	35	....	....	43	....
95	Blue Mountain Female College	1877	1873	M. F. Lowrey	Non-sect ..	7	2	5	....	....	....	....	....	113	....
96	Whitworth Female College	1860	1859	Rev. H. F. Johnson, A. M., D. D.	Meth.	13	4	9	1	59	144	0	0	203	0	
97	Central Female Institute	1853	1853	Rev. Walter Hillman, LL. D.	Baptist.	6	2	4	....	47	38	6	1	92	0	
98	Columbus Female Institute*	1847	1847	Miss L. S. Street	Non-sect ..	7	1	6	1	30	40	8	3	81	8	
99	Franklin Female College	1849	1849	William Clark, A. M. c	Non-sect ..	5	1	4	....	28	43	....	....	71	....
100	Meridian Female College	1866	1865	Mrs. M. B. Clark	Baptist ..	7	2	5	4	63	43	1	1	108	....
101	Union Female College	1854	1854	Rev. C. M. Gordon, A. M.	Cumb. P.	8	1	7	2	74	42	6	0	154	....
102	Chickasaw Female College	1852	1852	Rev. J. S. Howard, A. M.	Presb.	7	1	6	2	45	42	1	0	117	0	
103	Lea Female College	1877	1877	Rev. V. Fricson	Baptist.	6	1	5	2	45	48	0	0	93	0	
104	Christian College*	1851	1851	Rev. Chas. H. Oken, A. M.	Christian ..	6	3	3	2	30	60	....	....	90	....
105	Stephens Female College	1857	1856	George S. Bryant, A. M.	Christian ..	9	1	8	2	35	40	25	4	104	....
106	Howard College	1859	1860	R. P. Rider	Baptist.	9	1	8	2	30	95	....	....	125	....
				Rev. J. Henry Pritchett.	M. E. So.	8	2	6	1	30	95	....	....	125	....

	1870	1871	1872	1873	Rev. B. H. Charles	Presb.	9	4	5	1	104	0	1	105	0
Fulton Synodical Female College	1870	1871	1872	1873	Rev. B. H. Charles	Presb.	9	4	5	1	104	0	1	105	0
Independence Female College	1871	1872	1873	1874	P. F. Witherspoon	Presb.	7	2	5	1	33	49	5	87	0
St. Louis Seminary	1871	1872	1873	1874	B. T. Blewett, L. D.	Non-sect	3	1	2	1	33	49	5	87	0
St. Teresa's Academy*	1869	1870	1871	1872	Sister Herman Joseph	R. C.	8	8	8	1	23	92	7	1	123
Baptist Female College	1865	1866	1867	1868	A. F. Fleet, A. M., d.	Baptist	10	2	5	1	39	61	1	1	102
Central Female College	1869	1870	1871	1872	Rev. Marshall McIlhenny	M. E. So.	8	3	5	1	23	39	85	6	0
The Elizabeth Adl Female Seminary	1860	1861	1862	1863	Rev. J. A. Quarles, A. M.	Presb.	20	4	16	2	39	85	6	0	130
Liberty, Mo.	1854	1855	1856	1857	W. H. Bohart		4	2	10	1	28	45			73
St. Joseph Female College	1877	1878	1879	1880	Rev. E. S. Dulin, D. D., L. D.	Baptist	14	4	2	1	31	70			101
Academy of the Visitation	1846	1847	1848	1849	R. C.	R. C.	19	19	15	1	101				100
Mary Institute (Washington University)	1859	1860	1861	1862	C. S. Pennell, A. M.	Non-sect	17	2	15	(e)	145	146	9	300	
Ursuline Academy	1848	1849	1850	1851	Very Rev. H. Muehlstein, v. c.	R. C.	22	1	21	12					140
Bishop Whitaker's School for Girls	0	1876	1877	1878	Rt. Rev. O. W. Whitaker	P. E.	6	1	5	(e)					40
East Derry, N. H.	1823	1824	1825	1826	Miss Emma L. Taylor	Cong.	3		3				4	0	50
Exeter, N. H.	1807	1808	1809	1810	Gen. Silas E. Quimby, A. M.	Non-sect	8	1	7	3	124	45	4	7	180
Tilton, N. H.	1832	1833	1834	1835	Rev. S. E. Quimby, A. M.	M. E.	10	7	3		33	737			70
West Lebanon, N. H.	1809	1810	1811	1812	Hiram Oroutt, A. M.	Non-sect	10	1	9						80
Bordentown, N. J.	1853	1854	1855	1856	Rev. William C. Bowen, A. M.	Non-sect	10	3	7	1	44	10	3	94	
Bridgeton, N. J.	1861	1862	1863	1864	Amos Richardson, A. M.	Non-sect	7	1	6						50
Freehold, N. J.	1845	1846	1847	1848		Non-sect	6	2	4						56
Pennington, N. J.	1859	1860	1861	1862	Rev. Thomas Hanlon, D. D.	M. E.	15	9	6	15	50	150	2	202	
Near Albany, N. Y.	1861	1862	1863	1864	Madam Sarah Jones	R. C.	27	1	26				3	115	
Albany, N. Y.	1870	1871	1872	1873	Rt. Rev. W. C. Doane, S. T. D.	P. E.	28	8	20				23	212	5
Brooklyn, N. Y. (138 Montague Place)	1851	1852	1853	1854	Charles E. West, M. D., L. D.	Cong.	22	9	13	7	76	73	13	7	169
Brooklyn, N. Y.	1845	1846	1847	1848	A. Crittenden, A. M., Ph. D.	Non-sect	37	5	32				6	654	56
Buffalo, N. Y.	1851	1852	1853	1854	Rev. Albert T. Chester, D. D.	Non-sect	12	5	7	5	75	70	9	154	17
Buffalo, N. Y.	1861	1862	1863	1864	Mother St. Peter	R. C.	11	17	11	17	101	21	139	139	
Camandigua, N. Y.	0	1876	1877	1878	Miss Caroline A. Comstock	Non-sect	12	3	9		60	13	16	1	90
Claverack College and Hudson River Institute	1869	1870	1871	1872	Rev. Alonzo Flack, Ph. D., president; Georgio Newton, principal	Non-sect	(g)							(g)	
Lockport, N. Y.	1866	1867	1868	1869	Sister Emilio	R. C.	12		12	6	120	109		229	
Manhattanville, N. Y.	1866	1867	1868	1869	Sarah Jones	R. C.	11	1	10					140	
New York, N. Y.	1864	1865	1866	1867	Mother M. Jerome Ely	R. C.	40	5	35	45				178	
New York, N. Y. (6 E. 54th street)	1864	1865	1866	1867	Mrs. Caroline G. Reed	P. E.									
Plattsburgh, N. Y.	1871	1872	1873	1874	Sister Duguay	R. C.	12		12	6	45			120	

^f In Female College only.

^g See Table VII.

^h Includes one Kindergarten.

^a Since succeeded by J. F. Lanneau, A. M., who furnishes the above report.

^e Same teachers in preparatory and collegiate departments.

^c Since deceased.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of in- struction.			Instructors in preparatory de- partment.	Students.				Total number in all depart- ments.	Number of scholarships.	
						Total.	Male.	Female.		Number in col- legiate depart- ment.	In regular course.	In special or par- tial course.	Number of grad- uate students.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
141 Cook's Collegiate Institute*.....	Poughkeepsie, N. Y.	0	1848	George W. Cook, Ph. D.	Non-sect	12	4	8						145		0
142 Howland School*.....	Union Springs, N. Y.	0	1862	Henry Hartshorne, M. D., A. M.	Non-sect	10	3	7	3	21	10		0	54		
143 Greensborough Female College.....	Greensborough, N. C.	1838	1846	Rev. T. M. Jones, D. D.	Meth.	9	4	5		9	79		3	91		
144 Chowan Baptist Female Institute.....	Murfreesborough, N. C.	1849	1847	Rev. A. McDowell, D. D.	Baptist	9	2	7	0	19	39	23	1	87		8
145 Wesleyan Female College*.....	Murfreesborough, N. C.	1854	1855	Rev. W. G. Starr, A. M.	M. E. So.	13	5	8	1	12	123	0	4	144		0
146 St. Mary's School*.....	Raleigh, N. C.	1842	1842	Rev. Bennett Smedes, A. M.	P. E.	11	3	8						65		
147 Salem Female Academy*.....	Salem, N. C.	1866	1864	Rev. J. L. Zorn.	Morav.	20	4	16	13	122	8	0	6	136		0
148 Simonton Female College*.....	Statesville, N. C.	1856	1856	Mrs. E. N. Grant.	Presb.	5	2	3		30	44			75		
149 Thomasville Female College.....	Thomasville, N. C.	1855	1849	H. W. Reinhardt.	Non-sect	8	5	3						74		
150 Bartholomew English and Clas- sical School.	Cincinnati, Ohio (n. w. cor. 4th & John sts.).	1875	1875	George K. Bartholomew, A. M.	P. E.	16	5	11						126		
151 Cincinnati Wesleyan College.....	Cincinnati, Ohio	1842	.....	Rev. David H. Moore, D. D.	M. E.	28	10	18	8	93	62	62		217		
152 Cleveland Female Seminary.....	Cleveland, Ohio	1853	1854	S. N. Sanford, A. M.	P. E.	10	2	8		20	40			60		
153 Cooper Academy*.....	Dayton, Ohio	1842	1843	J. A. Robert, A. M.	Non-sect	8	2	6	1	18	68	16	2	104		0
154 Glendale Female College.....	Glendale, Ohio	1854	1854	Rev. Lindley D. Potter, D. D.	Presb.	11	3	8	(a)	10	68	13	0	91		0
155 Granville Female College.....	Granville, Ohio	1834	1832	W. P. Kerr, A. M.	Presb.	11	1	10						106		
156 Young Ladies' Institute.....	Granville, Ohio	1832	1832	Rev. D. S. Clarkson, D. D.	Baptist	10	1	9	2	12	84	12	4	112		0
157 Highland Institute*.....	Hillsborough, Ohio	1860	1857	Miss E. L. Grand-Girard	Presb.	8	1	7	4	13	38	15	7	73		0
158 Hillsborough Female College.....	Hillsborough, Ohio	1856	1857	Rev. John F. Lloyd, A. M.	M. E.	6	1	5	1	19	11	9		39		
159 Oxford Female College.....	Oxford, Ohio	1854	1854	Rev. Robert D. Morris, D. D.	Presb.	9	4	5		3	57	30		90		
160 Western Female Seminary.....	Oxford, Ohio	1853	1853	Miss Helen Peabody	Presb.	14					126	16		142		
161 Lake Erie Female Seminary.....	Painesville, Ohio	1856	1859	Miss Mary Evans	Non-sect	16	6	10			76			76		0
162 St. Helen's Hall.....	Portland, Oreg.	1869	1869	Rt. Rev. E. Wistar Morris	P. E.	12	2	10						232		2
163 Allentown Female College.....	Allentown, Pa.	1867	1867	Rev. W. R. Hofford, A. M.	Ref. D.	6	2	4		24	36			60		1
164 Moravian Seminary for Young Ladies.	Bethlehem, Pa.	1863	1785	Rev. Francis Wille	Morav.	18	5	13			95		0	95		0

165	Blairsville Ladies' Seminary	Blairsville, Pa	0	1851	Rev. T. R. Ewing	Presb.	7	2	5	45	10	4	2	50
166	Wilson College	Chambersburg, Pa	1869	1870	Rev. W. T. Wylie, A. M.	Non-sect	11	1	10	30	35	2	1	59
167	Pennsylvania Female College	Collegeville, Pa	1853	1851	James W. Warren Sunderland, L. D.	Presb.	6	1	5	2	30			63
168	Miss Mary E. Stevens' School*	Germanstown (Philadelphia), Pa. (W. Chelton ave., near Wayne street), Pa.		1866	Miss Mary E. Stevens	P. E.	11	7	4					65
169	University Female Institute	Lewisburg, Pa.	1846	1852	Miss H. E. Spratt	Baptist	9			(a)	21	46	12	79
170	Irvine Female College	Mechanicsburg, Pa	1857	1856	Rev. P. T. Egan, A. M.	Meth.	5	2	3		42			42
171	Brook Hall Female Seminary	Media, Pa	0	1853	Miss M. L. Eastman	P. E.	12	1	11		50			50
172	Chestnut Street Seminary	Philadelphia, Pa. (1615 Chestnut street)		1850	Misses Mary L. Bonney and Harriette A. Dillaye	Non-sect	12	5	7				2	79
173	Pittsburgh Female College	Pittsburgh, Pa	1854	1854	Rev. L. C. Pershing, D. D.	M. E.	24	9	15	3	90	40	107	242
174	Washington Female Seminary	Washington, Pa	1836	1836	Miss N. Sheridan	Presb.	10	1	9		10	112		122
175	Cottage Hill College	York, Pa.	1868	1868	Misses S. E. Thornbury and M. J. Miffin	P. E.	5	1	4		13	34		47
176	Duo West Female College	Duo West, S. C.	1859	1859	Rev. J. L. Bonner, D. D.	A. R. P.	8	3	6	1	60	55	1	116
177	Greenville Female College	Greenville, S. C.	1854	1854	A. S. Townes	Baptist	8	3	5	2	65	81	0	147
178	Valhalla Female College	Valhalla, S. C.	1873	1872	Rev. S. Lander, A. M., D. D.	Non-sect	9	3	6	1	25	100		195
179	Williamston Female College	Williamston, S. C.	1860	1860	Mrs. Mary W. Sullivan	Non-sect	2	1	1				40	40
180	Athens Female Seminary	Athens, Tenn	1867	1868	Prof. D. C. West, A. M.	Baptist	4	1	3	2	58	74		132
181	Bristol Female College	Bristol, Tenn	1872	1861	R. E. Buford, A. M.	Baptist	8	3	5		75		3	78
182	Brownsville Female College	Brownsville, Tenn	1851	1851	Rev. Jno. Williams, A. M.	Meth.	4	1	3		20			46
183	Wesleyan Female College	Brownsville, Tenn	1870	1870	Rev. W. T. Plummer, A. M.	Non-sect	5	1	4		112			112
184	Bellevue Female College*	Collierville, Tenn	1872	1872	Robert D. Smith, A. M.	Non-sect	11	3	8	2	45	104	3	133
185	Columbia Atheneum	Columbia, Tenn	1858	1857	Rev. George Beckett, S. T. D.	Non-sect	11	3	8					6
186	Columbia Female Institute	Columbia, Tenn	1858	1856	Rev. K. Hargrove	Meth.	9	1	8		85			85
187	Tennessee Female College	Franklin, Tenn	1867	1867	Rev. A. B. Jones, A. M.	M. E. So.	13	3	10	4	123	8	4	217
188	Memphis Conference Female Institute	Jackson, Tenn	1843	1844	Rev. A. B. Jones, A. M.	M. E. So.	9	1	8					0
189	Cumberland Female College	McMinnville, Tenn	1850	1850	A. M. Barney, A. M.	Cumb. P.	5	2	3	1	30	39	5	4
190	State Female College*	Memphis, Tenn	1857	1858	Mrs. Harriet N. Collins	M. E. So.	12				651	87	9	163
191	Murfreesboro' Female Institute	Murfreesboro', Tenn	185-	185-	James E. Scooby, A. M.	Non-sect	10	2	8	1	25	103	4	0
192	Soule Female College	Murfreesboro', Tenn	1851	1852	Rev. John R. Thompson, A. M., proprietor	Meth.	6	2	4	1	18	44	2	0
193	W. E. Ward's Seminary for Young Ladies	Nashville, Tenn	1869	1865	Rev. W. E. Ward, D. D.	Cumb. P.	18	2	16	1	30	161	39	230
194	Martin College*	Pulaski, Tenn	1873	1874	Rev. R. H. Rivers, D. D.	M. E. So.	6	3	3	1	40	43	11	3
195	Petersburg Female College*	Rogersville, Tenn	1852	1852	Rev. A. W. Wilson, A. M.	Presb.	4	1	3	0	30	40	0	1
196	Mary Sharp College	Winchester, Tenn	1851	1850	Z. C. Graves, D. D.	Baptist	9	4	5	5	35	83	19	4
197	Bryan Female Institute	Bryan, Tex	1873	1873	W. H. Colman	Non-sect	3	1	2	1	30			30
198	Chappell Hill Female College*	Chappell Hill, Tex	1853	1853	Rev. E. D. Pitts, D. D.	M. E. So.	7	2	5	1	24	64	3	94
199	Dallas Female College*	Dallas, Tex	1876	1876	W. K. Jones	Meth.	7	2	5	2	40	96	1	137
200	Young Ladies' School, Southern University	Georgetown, Tex	1875	1878	Rev. Francis Ashbury Mood, A. M., D. D., regent	M. E. So.	7	(7)			54	12		66
201	Goliad College*	Goliad, Tex	1877	1877	Alexander A. Brooks, A. M., M. D.	Non-sect	9	4	5	2	60	150		210
202	Andrew Female College	Huntsville, Tex	1852	1853	Lyman Harding, Jr.	Non-sect	5	2	3	1	47	32		79
203	Baylor Female College	Independence, Tex	1846	1846	Rev. John Hill Luther, D. D.	Baptist	6	3	3	1	20	49	10	79

* From Report of the Commissioner of Education for 1877. a Same teachers in preparatory and collegiate departments. b Students in academic and primary departments.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1878, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of in- struction.			Students.				Number of scholarships.		
						Total.	Male.	Female.	Instructors in preparatory de- partment.	Number in prepa- ratory department.	In regular course.	In special or par- tial course.		Number of grad- uate students.	Total number in all de- partments.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Lamar Female Seminary*.....	Paris, Tex.....	1871	1866	Rev. Oliver P. Stark.....	.....	3	1	2	1	25	24	2	.....	51	.....
Nazareth Convent.....	Victoria, Tex.....	1855	1866	Mother Mary St. Claire.....	R. C.....	16	.....	16	.....	.....	100	.....	.....	100	.....
Waco Female College.....	Waco, Tex.....	1855	1855	Rev. Samuel P. Wright, A. M.....	M. E. So.....	6	1	5	1	23	49	11	0	83	.....
Vermont Methodist Seminary and Female College.....	Montpelier, Vt.....	1833	1833	Rev. Julius B. Southworth.....	M. E.....	12	6	6	.....	77	90	.....	.....	167	0
Martha Washington College.....	Abingdon, Va.....	1856	1857	Warren Du Pré, LL. D. a.....	Meth.....	8	3	5	1	16	75	.....	.....	91	.....
Hollins Institute.....	Botetourt Springs, Va.....	1843	1842	Charles L. Cooke, supt.....	Baptist.....	11	4	7	.....	.....	120	.....	.....	120	.....
Albemarle Female Institute*.....	Charlottesville, Va.....	1876	1856	Richard H. Rawlings, A. M.....	Baptist.....	8	4	4	.....	.....	57	2	.....	59	.....
Roanoke Female College.....	Danville, Va.....	1859	1869	S. W. and J. T. Averett.....	Baptist.....	5	3	2	1	12	59	2	.....	73	0
Farmville College*.....	Farmville, Va.....	1875	1873	Rev. Paul Whitehead.....	M. E. So.....	9	4	5	3	27	72	.....	.....	99	.....
Edge Hill School.....	Keswick Depot, Va.....	.....	.....	The Misses Randolph.....	Non-sect.....	7	.....	7	.....	.....	.....	.....	.....	46	.....
Marion Female College.....	Marion, Va.....	1874	1873	Rev. J. J. Scherer, A. M.....	Ev. Luth.....	7	2	5	.....	36	59	.....	6	101	.....
Petersburgh Female College.....	Petersburg, Va.....	1857	1857	Frank M. Wright.....	Non-sect.....	5	2	3	.....	.....	.....	.....	0	40	0
Southern Female College.....	Petersburg, Va.....	1862	1862	W. T. Davis, A. M.....	Non-sect.....	5	1	4	.....	25	45	.....	0	70	0
Richmond Female Institute.....	Richmond, Va.....	1853	1853	Miss S. B. Hammer.....	Baptist.....	6	1	5	1	25	75	5	.....	105	.....
Augusta Female Seminary*.....	Staunton, Va.....	1842	1843	Miss Mary J. Baldwin.....	Presb.....	18	6	12	2	40	.....	.....	.....	6200	0
Staunton Female Seminary.....	Staunton, Va.....	1870	1870	Rev. J. I. Miller, A. M.....	Luth.....	15	7	8	.....	.....	.....	.....	11	60	.....
Virginia Female Institute.....	Staunton, Va.....	1844	1847	Rt. Rev. F. M. Whittle, D. D., LL. D.....	P. E.....	16	6	10	3	.....	.....	.....	.....	90	12
Episcopal Female Institute.....	Winchester, Va.....	1874	1874	Rev. J. C. Wheat, D. D.....	P. E.....	5	2	3	2	20	44	.....	.....	64	0
Broadus Female College.....	Clarksburg, W. Va.....	1873 1877	1871	Rev. Edward J. Willis, L. B.....	Baptist.....	9	2	7	2	35	46	2	0	83	.....
Wheeling Female College.....	Wheeling, W. Va.....	1865	.....	Miss A. Taylor.....	Non-sect.....	8	2	6	.....	.....	130	.....	.....	130	.....
Milwaukee College.....	Milwaukee, Wis.....	1851	1853	Charles S. Farrar, A. M.....	Non-sect.....	18	4	14	2	157	27	72	3	239	0
St. Clara Academy*.....	Sinsinawmound, Wis.....	1852	.....	Sister Superior, O. S. F.....	R. C.....	.....	.....	.....	.....	.....	87	.....	.....	87	.....

* From Report of the Commissioner of Education for 1877.

a Since deceased.

b Average number.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1878, &c.*—Continued.

NOTE.—x indicates an affirmative answer; 0 signifies no or none; indicates no answer.

Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
1	17	18	19	20	21	22	23	24	25	26	27	28	29
1 Union Female College*	x	4	36	1,000	0	\$108	\$36	\$60	\$12,000	.....	.....	\$5,000	June 21.
2 Florence Synodical Female College	x	4	40	.....	.....	250	30	60	.....	.....	.....	4,680	June 12.
3 Huntsville Female College	0	10	40	500	0	130	30	60	40,000	\$0	\$0	.....	June 2.
4 Huntsville Female Seminary (Rotherwood Home)	x	8	40	75	50	200	40	50	50,000	.....	.....	.....	June 19.
5 Hudson Female Institute	x	4, 5	40	3,000	0	180	40	60	6,000	.....	.....	3,500	June 26.
6 Marion Female Seminary	x	3, 5	39	100	0	a135	25-35	120	15,000	.....	.....	2,000	June 22.
7 Synodical Female Institute*	x	5	40	150	.....	225	30	55	210,000	.....	.....	.....	June 20.
8 Alabama Central Female College	x	5	39	.....	.....	a204	28	50	.....	.....	.....	.....	.....
9 Tuscaloosa Female College	x	8	39	2,500	.....	150	30	60	55,000	.....	.....	4,050	June 21.
10 Alabama Conference Female College*	x	4	40	.....	.....	200	30	50	15,000	0	0	b11,323	May 28.
11 Young Ladies' Seminary	x	3, 4	44	1,500	1,300	270	50	.....	.....	.....	.....	.....	June 4.
12 College of Notre Dame*	0	7	44	2,500	0	275	40	60-120	30,000	0	0	4,000	June 18.
13 Hartford Female Seminary	0	4	40	300	0	450	.....	.....	28,000	.....	.....	.....	June 24.
14 Congrégation de Notre Dame*	0	8	40	1,600	100	200	60	90	53,000	0	0	3,000	June 19.
15 Wesleyan Female College	x	4	39	1,500	.....	130	45	60	50,000	.....	.....	.....	June 19.
16 Lucy Cobb Institute*	x	4	40	600	.....	160	20, 40	60	20,000	0	0	3,500	June 26.
17 Southern Masonic Female College*	x	4	40	200	0	150	30	60	20,000	.....	.....	.....	June 26.
18 Dalton Female College	x	5	39	.....	.....	125	20-35	50	12,000	.....	.....	3,500	July 9.
19 Monroe Female College	x	4	40	.....	.....	120	25-35	50	30,000	.....	.....	4,275	June 25.
20 Griffin Female College	x	4	40	1,364	.....	130	30	50	12,000	.....	.....	.....	July 3.
21 Hamilton Female College*	x	4	40	.....	.....	125	30	50	18,000	.....	.....	6,000	June 18.
22 Southern Female College	x	4	38	.....	.....	140	40	50	.....	.....	.....	.....	.....
23 Wesleyan Female College	x	5	42	450	50	280	45	50-80	110,000	0	0	15,000	June 18.

a Includes incidentals.

b Board and tuition.

* From Report of the Commissioner of Education for 1877.

		x	4	40	700	50	100	32	52	25,000	0	0	4,025	June 12.
50	Liberty Female College.....						(250)							June 15.
51	Daughters College.....	x	4-8	40	3,000		200	40	50	30,000			5,000	June.
52	Bethel Female College.....	x	4, 6	40				24	44					
53	Home School for Girls.....		9	40				50	60					June.
54	Christ Church Seminary.....	x	4	40			6300	30	60	110,000			5,000	June 11.
55	Hamilton Female College.....	x	5	40	35		230	30-40	50	10,000			1,400	June 13.
56	Lexington Female College.....	x	7	40			200		50	20,000				
57	St. Catharine's Female Academy.....	x	41	40	300		350	40, 50	75, 100					June.
58	Louisville Female Seminary.....	x	4	40			250							June 10.
59	Millersburg Female College.....	x	3, 4	40	1,200	100	150	30	50	12,000	0	0	4,000	June 10.
60	Mt. Sterling Female College.....	x	3, 4	40	500	20	6200	33	43, 53	10,500			2,650	June 14.
61	Paducah Female College.....	x	4	40	520	0	140	20	30-50	31,500	0	0	3,000	June 12.
62	Bourbon Female College.....	x	4	40	500		200	40	50	10,000				June 5.
63	Logan Female College.....	x	4	40	1,400	300	150	40	50	30,000	0	0	4,500	June 12.
64	Science Hill Female Academy.....	x	4	40			100	40	50	25,000				June 1st week.
65	Shelbyville Female College.....	x	4	20	300		100	30	40, 50	10,000			2,500	June 3.
66	Stanford Female College.....	x	6	40	500	25	300	40	50	13,000			5,000	June 12.
67	Cedar Bluff Female College.....	x	6	40	500	50	100	40	40	40,000			2,000	June 5.
68	Silliman Female Collegiate Institute.....	x	4	40	300		224	30	50	30,000	20,000	1,600	1,800	July 17.
69	Keachi Female College.....	x	4	40	500			(30-50)					3,500	
70	Mansfield Female College.....	x	4	40	1,000	20	100	34	56	20,000		d400		June 25.
71	Minden Female College.....	x	4	40	500	100	150	25, 40	50	35,000			2,100	June 21.
72	Sylvester-Larned Institute for Young Ladies.....	x	4	40			270	54	72	25,000			December.	
73	Maine Wesleyan Seminary and Female College.....	x	4	39	3,500	200	105	(221)		85,000	34,300	2,150	5,000	June 5.
74	Waterville Classical Institute.....	x	4	40	(f)		120	(20-24)		(f)	(f)		(f)	Sept., 1st Mon.
75	Baltimore Academy of the Visitation.....	x	8	42	3,000			55	75	(f)				June 18.
76	Baltimore Female College.....	x	4	40	3,900	50	200	32-50	60	60,700			3,000	June 10.
77	The Misses Norris' School*.....		0	42			100		30					June 21.
78	Burkittsville Female Seminary*.....	0	3	40			160	25	60	8,500				June 18.
79	Cambridge Female Seminary.....	x	4	41	500		200	32	48	10,000			4,000	June.
80	Frederick Female Seminary.....	x	4	40	600		200	40	50	75,000	20,000	1,000	8,100	June 12.
81	Abbot Academy.....	0	4	39	1,638		246		54	40,000	1,550	78		June 12.
82	Lasell Seminary for Young Women.....	3, 5	3, 5	38	550	50	200	60	90	60,000				June 18.
83	Garnett Institute.....	0	4	38	3,000	30	300	125	200	80,000				June 18.
84	Bradford Academy.....	0	4	36	2,500	25	200	60	180,000					June 18.
85	Smith College.....	0	4	36			250		100	200,000	350,000	18,000	6,000	June 25.
86	Wheaton Female Seminary.....	0	4	36	3,020	203	210	45	45	50,000	18,000	600		June 25.
87	Maplewood Institute.....	0	4	36	1,000		240	24	30	50,000	0	0		June 26.
88	Mount Holyoke Female Seminary.....	0	4	36	10,000	248	g175			300,000	36,424	2,500	641,488	June 26.
89	Wellesley College.....	x	4	38	17,000		g250			800,000				June 24.
90	Oread Collegiate Institute*.....	0	4	41	2,000	0	300			60,000	0	0	4,000	June 26.
91	Michigan Female Seminary*.....	0	4	39	600	25	6175							June 20.
92	Young Ladies' Seminary and Collegiate Institute*.....	x	4	40	530	20	220	20	32	25,000	0	0	68,000	June 17.
93	St. Mary's Hall.....	x	4	40	800		6350							June 3.
94	Bennet Seminary.....	x	2, 3, 4	37	400	150	185	30	50	18,000	0	0	1,000	
95	Blue Mountain Female College.....	x	4	40	150	57		(20-40)		10,000			2,800	
96	Whitworth Female College.....	x	4	39	500		g150			50,000	0	0	9,000	June 24.
97	Central Female Institute.....	x	4, 5	40	1,500		170	40	50	20,000	0	0	4,000	June 26.

f See Table VII.
g For board, lodging, tuition, and lectures.

e Includes incidentals.
d From rents.
e Average charge.

* From Report of the Commissioner of Education for 1877.
a Original cost.
b Board and tuition.

	x	3, 4	38	1, 400	25	c225-300	(30-100)	c240	40, 000	2, 000	120	c9, 800	June 19, June 19.
123 Tilden Ladies' Seminary.....	x	3, 4	40	600	100	c250	(30-100)		25, 000			8, 000	June 19.
124 Bortontown Female College.....	x	3, 4	38	1, 200		c200	(24-32)		35, 000	0	0	8, 000	June 19.
125 Ivy Hall.....			38	1, 000	25	150	40	30	65, 000			5, 100	June.
126 Trechott Young Ladies' Seminary*.....	x	5	40	500									
127 Pennington Seminary and Female Collegiate Insti- tute.....	x												
128 Academy of the Sacred Heart.....		7	40	2, 000		200							June 5.
129 St. Agnes School.....	x	10	36	1, 500	50	350	30-100		100, 000				June 11.
130 Brooklyn Heights Seminary.....	0	4	40	10, 000		450	100, 120		*60, 000	0	0	18, 977	June 17.
131 Packer Collegiate Institute.....			40	4, 272	300	6475	48		150	45, 000	3, 500	45, 300	June 17.
132 Buffalo Female Academy.....	0	10	40	1, 227	0	320	32-48		81, 259	400	24	7, 074	June 12.
133 Holy Angels' Academy.....	0	40	40	520		150	12		24	0	0	4, 729	June 12.
134 Granger Place School.....	0	2, 3, 4	38	1, 000	50	c400	57		76	40, 000	700	c13, 272	June 24.
135 Claverack College and Hudson River Institute.....	x	6	42	600		350	(d)		60, 000			3, 000	June 24.
136 St. Joseph's Academy.....						200	50		300, 000	0	0	70, 000	June 15.
137 Academy of the Sacred Heart*.....	x	4	42	3, 000	200	c295	225		20, 000				June 27.
138 Academy of Mt. St. Vincent on the Hudson*.....						c900	225		20, 000				June 27.
139 Mrs. S. Reed's Boarding and Day School.....		7	40	210		120	48		50, 000			10, 000	June 19.
140 D'Youville Academy*.....						320	60		35, 000				June 26.
141 Cook's Collegiate Institute*.....		3, 4	38	2, 500	30	228			25	75, 000		7, 000	May 20.
142 Howland School*.....	0	4	40	500	25	108	40		50	35, 000	0	4, 000	June 25.
143 Greensborough Female College.....	x	4	40	0	0	100	40		50	50, 000			June 21.
144 Chowan Baptist Female Institute.....	x	4	40	3, 550	50	c205	20		40	12, 000	330	10, 000	June 1st Tues.
145 Wesleyan Female College*.....	x	4-5	40	600		115	40		30	15, 000		3, 500	June 4.
146 Salem Female Academy*.....	x	8	38			500	100-130		200, 000				June 13.
147 Simonton Female College*.....	x	6	38	1, 130		234	40-80		100, 000				June 17.
148 Thomasville Female College.....	0	4	30	1, 100		300	50		100, 000	0	0		June 19.
149 Bartholomew English and Classical School.....	x	4	40	2, 200	50	250	40		50	75, 000			June 21.
150 Cincinnati Wesleyan College.....	0	4	30										June 11.
151 Cleveland Female Seminary.....	x	4	40	1, 000		180	30		36	25, 000		10, 000	June 25.
152 Cooper Academy*.....	x	4	40	1, 000		219	18		38	20, 000	0	900	June 10.
153 Glendale Female College.....	0	3, 4	39	500	40	135	30		30	30, 000	360		June 13.
154 Granville Female College.....	x	7	37	2, 000		c250	50		50	100, 000		c15, 083	June 11.
155 Young Ladies' Institute.....	0	4	38	2, 762	187				c170	13, 000	800	23, 000	June 19.
156 Hillsborough Female College.....	x	4	38	1, 500	15	c170	30		50	100, 000		c12, 600	June 19.
157 Hillsborough Female College.....	x	3	40	4, 800	50	250	30		30	30, 000	30		June 19.
158 Hillsborough Female College.....	x	3	40	375	50	180-190	32-36		40-50	100, 000			June 27.
159 Oxford Female College.....	x	4	40	4, 800	40	210	55		55	100, 000	0	5, 500	June.
160 Western Female Seminary.....	0	4	38	1, 000		170	20		40	25, 000			June 18.
161 Lake Erie Female Seminary.....	0	4	38	1, 000		140	60		60	60, 000		3, 500	June 18.
162 St. Helen's Hall.....	x	4	40	2, 000	150	160	40		50	50, 000	40		June 19.
163 Allentown Female College.....	x	10	40	900		100	75		125	17, 000			June 24.
164 Moravian Seminary for Young Ladies.....	x	3	40	1, 000		f 188	(30-36)		75, 000	(g)	(g)		June 25.
165 Blairsville Ladies' Seminary.....	0	4	40	4, 800	40								
166 Wilson College.....	0	4	39	1, 000									
167 Pennsylvania Female College.....	x	4	40	2, 000									
168 Miss Mary E. Stevens's School*.....	x	10	40	900									
169 University Female Institute.....		3	40	1, 000									

* From Report of the Commissioner of Education for 1877. e Day scholars from the village attend at a lower cost. b This college is united financially with the New Hamp-
shire Conference Seminary. c Board and tuition. f Board, tuition, and incidentals.
g See Table VII. d See Table VIII.

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Leveret Female College.....	Talbotton, Ga.....	United with Collinsworth Institute under the name of Leveret College and Collinsworth Institute; see Table VI.
Lebanon Institute for Young Ladies.	Lebanon, Ky.....	Succeeded by Home School for Girls.
Patapsco Female Institute.....	Ellicott City, Md.....	Removed to Washington, D. C., under name of The Archer Institute; see Table VI.
Minneapolis Female Seminary	Minneapolis, Minn....	Name changed to Bennet Seminary.
East Tennessee Female Institute ..	Knoxville, Tenn	Closed.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Centenary Institute.....	Summerfield, Ala.	Athenæum Seminary	Brooklyn, N. Y.
School for Girls.....	Farmington, Conn.	St. Clare's Academy	Buffalo, N. Y.
Grove Hall	New Haven, Conn.	Ontario Female Seminary....	Canandaigua, N. Y.
Young Ladies' Institute	Windsor, Conn.	Jane Grey School	Mt. Morris, N. Y.
Furlow Masonic Female College.	Americus, Ga.	English, French, and German School.	New York, N. Y.
La Grange Female College....	La Grange, Ga.	Poughkeepsie Female Academy.	Poughkeepsie, N. Y.
Lumpkin Masonic Female College.	Lumpkin, Ga.	Asheville Female College....	Asheville, N. C.
Georgia Female College.....	Madison, Ga.	Davenport Female College....	Lenoir, N. C.
Cherokee Baptist Female College.	Rome, Ga.	Raleigh Female Seminary ...	Raleigh, N. C.
Seminary of the Sacred Heart.	Chicago, Ill.	Madame Clement's School ...	Germantown, Pa.
Female College of Indiana....	Greencastle, Ind.	Academy of Notre Dame	Philadelphia, Pa.
St. Mary's Academic Institute.	St. Mary's of the Woods, Ind.	Chegaray Institute	Do.
Mt. Pleasant Female Seminary	Mt. Pleasant, Iowa.	Pennsylvania Female College.	Pittsburgh, Pa.
Warrendale Female College ..	Georgetown, Ky.	Columbia Female College	Columbia, S. C.
South Kentucky Female College.	Hopkinsville, Ky.	Odd Fellows' Female College.	Humboldt, Tenn.
Louisville Female College ...	Louisville, Ky.	La Grange Female College ...	La Grange, Tenn.
Kentucky College	Pewee Valley, Ky.	St. Cecilia's Female College ..	Nashville, Tenn.
Notre Dame Academy	Boston (Highlands), Mass.	Savannah Female College ...	Savannah, Tenn.
Female College	Sardis, Miss.	Austin Collegiate Female Institute.	Austin, Tex.
Sharon Female College	Sharon, Miss.	Galveston Female High School.	Galveston, Tex.
Ingleside College	Palmyra, Mo.	Ursuline Academy.....	Do.
Lindenwood College for Young Ladies.	St. Charles, Mo.	Mozart Institute.....	Staunton, Va.
St. Mary's Hall	Burlington, N. J.	Wesleyan Female Institute ..	Do.
Delacove Institute.....	Trenton, N. J.	Parkersburg Female Academy.	Parkersburg, W. Va.
		Kemper Hall	Kenosha, Wis.

TABLE IX.—*Statistics of universities and colleges for 1878; from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
Southern University.....	Greensboro', Ala.....	1856	1858	M. E. South.....	Rev. Luther M. Smith, D. D.....	1	25				
Howard College.....	Marion, Ala.....	1843	1842	Baptist.....	James T. Murfee, LL. D.....	1	1	0			
Spring Hill College*.....	Near Mobile, Ala.....	1836	1830	R. C.....	Rev. D. Beaudouin, S. J.....	1	27	0			250
University of Alabama.....	Tuscaloosa, Ala.....	1821	1831	Non-sect.....	Gen. Josiah Gorgas.....	0	0	0	0	0	0
Arkansas College.....	Batesville, Ark.....	1872	1872	Presb.....	Rev. Isaac J. Long, D. D.....	2	40	30			
Cane Hill College.....	Boonsboro', Ark.....	1852	1852	Cumb. Presb.....	Rev. Fontaine R. Earle, A. M.....	(b)	(52)				
Arkansas Industrial University.....	Fayetteville, Ark.....	1871	1871	Non-sect.....	Gen. D. H. Hill.....	2	56	34	24		
Judson University*.....	Judsonia, Ark.....	1871	1875	Baptist.....	Rev. Benjamin Thomas, D. D.....	2	56	34	19		
St. John's College of Arkansas*.....	Little Rock, Ark.....	1850	1859	Non-sect.....	R. H. Parham, Jr., A. M.....	3	20	(19)			
Missionary College of St. Augustine*.....	Benicia, Cal.....	1868	1867	Prot. Epis.....	Rt. Rev. J. H. D. Wingfield, D. D., LL. D.....	3					
University of California.....	Berkeley, Cal.....	1868	1869	Non-sect.....	John Le Conte, M. D.....	0	0	0	0	0	0
Pierce Christian College*.....	College City, Cal.....	1874	1874	Christian.....	J. C. Keith.....	1	51	44	6		
St. Vincent's College.....	Los Angeles, Cal.....	1869	1867	R. C.....	Rev. M. V. Richardson, C. M.....	9	600	80	100		
St. Ignatius College.....	San Francisco, Cal.....	1859	1855	R. C.....	Rev. John Pinasco, S. J.....	7	123	0	25	49	
St. Mary's College.....	San Francisco, Cal.....	1872	1863	R. C.....	Brother Justin.....	2	100	0			
Santa Clara College*.....	Santa Clara, Cal.....	1855	1851	R. C.....	Rev. A. Bruneau, S. J.....	2	67	33	17	83	
University of the Pacific.....	Santa Clara, Cal.....	1861	1852	M. E. Epis.....	Rev. C. C. Stratton, A. M., D. D.....	3	60	66	25	6	
Pacific Methodist College.....	Santa Rosa, Cal.....	1872	1860	M. E. South.....	Rev. Wm. A. Finley, A. M., D. D.....	3	20	21	2	39	
California College*.....	Vacaville, Cal.....	1871	1871	Baptist.....	Rev. S. A. Taft.....	3	30	17	12	35	
Washington College*.....	Washington, Cal.....	1869	1862	Non-sect.....	S. S. Harmon, A. M.....	3	50	50	5	5	
Hesperian College.....	Woodland, Cal.....	1875	1877	Christian.....	A. M. Elston, A. M.....	1	36	18	28	26	
University of Colorado.....	Boulder, Colo.....	1874	1874	Non-sect.....	Dr. Joseph A. Sewall.....	(50)					
Colorado College*.....	Colorado Springs, Colo.....	1874	1874	Cong.....	Rev. E. P. Tenney.....	0	0	0	0	0	0
Trinity College.....	Hartford, Conn.....	1825	1826	Prot. Epis.....	Rev. T. R. Fynchon, D. D., LL. D.....	0	0	0	0	0	0
Wesleyan University.....	Middletown, Conn.....	1831	1831	Meth. Epis.....	Rev. Cyrus D. Foss, D. D.....	0	0	0	0	0	0

a These are in commercial course.

* From Report of the Commissioner of Education for 1877.

b See Table X, Part I.

TABLE IX.—Statistics of universities and colleges for 1878, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
26 Yale College	New Haven, Conn	1701	1701	Non-sect.	Rev. Noah Porter, D. D., LL. D.	5	32	24	6	3	0
27 Delaware College	Newark, Del.	1867	1870	Non-sect.	William H. Furnell, A. M., LL. D.	0	0	0	0	0	0
28 University of Georgia	Athens, Ga.	1800	1800	Non-sect.	Rev. P. H. Mall, D. D., LL. D. (chancellor).	0	0	0	0	0	0
29 Atlanta University	Atlanta, Ga.	1867	1869	Non-sect.	Edmund A. Ware, A. M.	45	0	43	2	9	0
30 Gainesville College	Gainesville, Ga.	1873	1873	Non-sect.	Rev. C. B. La Hattie	2	57	49	21	9	0
31 Mercer University*	Macon, Ga.	1837	1838	Baptist	Rev. A. J. Battle, D. D.	0	0	0	0	0	0
32 Pio Nono College*	Macon, Ga.	1876	1874	R. C.	Rev. W. H. Gross, D. D.	2	15	0	(15)	0	0
33 Emory College	Oxford, Ga.	1836	1837	M. E. South	Rev. Atineus G. Haygood, D. D.	2	55	28	23	0	0
34 Abingdon College	Abingdon, Ill.	1855	1853	Christian	F. M. Bruner	5	41	28	(163)	0	0
35 Heddling College	Abingdon, Ill.	1875	1855	Meth. Epis.	Rev. George W. Peck, A. M.	180	100	0	(40)	0	0
36 Illinois Wesleyan University	Bloomington, Ill.	1850	1850	Meth. Epis.	Rev. W. H. H. Adams, D. D.	7	70	0	0	0	0
37 St. Viator's College	Bourbonnais Grove, Ill.	1874	1869	R. C.	Rev. Father Thomas Roy, F. S. V. (vice-president).	3	38	20	14	44	0
38 Blackburn University	Carlinville, Ill.	1857	1859	Presb.	Rev. E. L. Hurd, D. D.	3	95	38	0	0	0
39 Carthage College	Carthage, Ill.	1870	1870	Luth.	Rev. David Loy Tressler, Ph. D.	6	43	8	38	11	476
40 St. Ignace College	Chicago, Ill. (413 W. 12th st.)	1870	1870	R. C.	Rev. Thomas H. Miles, S. J.	2	52	0	0	0	0
41 University of Chicago	Chicago, Ill.	1837	1857	Baptist	Rev. Galusha Anderson, D. D.	2	(16)	1	15	0	0
42 Rock River University	Dixon, Ill.	1873	1875	Non-sect.	A. M. Hansen	5	179	67	65	171	0
43 Eureka College	Eureka, Ill.	1855	1850	Christian	H. W. Everest, A. M.	5	96	22	17	101	0
44 College of Individual Instruction	Evanston, Ill.	1851	1875	Non-sect.	W. P. Jones, A. M.	2	40	(97)	37	60	687
45 Northwestern University	Evanston, Ill.	1851	1855	Meth. Epis.	Oliver Mayes, LL. D. (acting)	5	179	67	65	171	0
46 Ewing College	Ewing, Ill.	1868	1865	Baptist	Rev. William Shelton, D. D.	2	96	22	17	101	0
47 Knox College	Galesburg, Ill.	1837	1841	Non-sect.	Newton Bateman, A. M., LL. D.	5	40	(97)	37	60	687
48 Lombard University	Galesburg, Ill.	1852	1852	Universalist	Rev. N. White, Ph. D.	2	40	26	9	39	0
49 Illinois College	Jacksonville, Ill.	1835	1830	Non-sect.	Prof. Rufus C. Crampton (acting)	9	(c)	(c)	(c)	(c)	0
50 Lake Forest University*	Lake Forest, Ill.	1857	1876	Presb.	Rev. R. W. Patterson, D. D.	9	77	75	15	10	0
51 McKendree College	Lebanon, Ill.	1834	1828	Meth. Epis.	Rev. Ross C. Houghton, A. M., D. D.	49	21	33	37	37	0
52 Lincoln University	Lincoln, Ill.	1865	1866	Cumb. Presb.	Rev. A. J. McElmurry, D. D.	11	92	104	77	83	0

53	Evangelisch-Lutherisches Collegium.....	Mendota, Ill.	1868	Lutheran	Rev. Sigm. Fritschel, D. D.	65	51	31	54
54	Monmouth College.....	Monmouth, Ill.	1857	United Presb.	Rev. J. B. McMichael, D. D.	65	51	31	54
55	Naperville College.....	Naperville, Ill.	1865	Evangelical	Rev. A. A. Smith, A. M.	3	163	6	26
56	Augustana College.....	Rock Island, Ill.	1865	Luth.	Rev. T. N. Hasselquist, D. D.	2	61	32	16
57	St. Joseph's Ecclesiastical College.....	Tontopolis, Ill.	0	L. C.	Very Rev. P. Maurinus Klostermann, O. S. F.	23	0	7	16
58	Shurtleff College.....	Upper Alton, Ill.	1882	Baptist	Rev. A. A. Kendrick, D. D.	3	48	13	40
59	Illinois Industrial University.....	Urbana, Ill.	1897	Non-sect.	John M. Gregory, LL. D. (re- gnat).	(d)	(d)		21
60	Westfield College.....	Westfield, Ill.	1865	United Breth.	Rev. Samuel B. Allen, D. D.	2	56	35	12
61	Wheaton College.....	Wheaton, Ill.	1861	Non-sect.	Rev. J. Blanehart	4	83	49	39
62	Bedford College.....	Bedford, Ind.	1872	Christian	J. A. Beattie, B. S., C. E.	3	30	15	5
63	Indiana University.....	Bloomington, Ind.	1828	Non-sect.	Rev. Lemuel Moss, D. D.	3	95	85	(180)
64	Walash College.....	Cravfordsville, Ind.	1853	Presb.	Rev. Joseph F. Tuttle, D. D.	2	85	35	50
65	Evangelical Lutheran Concordia Col- lege.....	Fort Wayne, Ind.	1850	Evang. Luth.	C. J. Otto Hauser	1	83		e24
66	Fort Wayne College.....	Fort Wayne, Ind.	1847	Meth. Epis.	Wilbur F. Voorn, A. M.	8	125	100	15
67	Franklin College.....	Franklin, Ind.	1844	Baptist	Rev. W. T. Stott, D. D.	44	17	37	21
68	Indiana Wesleyan University.....	Greencastle, Ind.	1857	Meth. Epis.	Rev. Alexander Martin, D. D.	(126)			f30
69	Hanover College.....	Hanover, Ind.	1837	Presb.	Rev. George C. Heckman, D. D.	1	36		48
70	Hartsville University.....	Hartsville, Ind.	1851	United Breth.	Rev. W. J. Pruner	59	31	3	30
71	Indian University.....	Irvington, Ind.	1850	Christian	Olis A. Burgess, A. M., LL. D.	4	100	60	77
72	Union Christian College.....	Mcron, Ind.	1859	Christian	Rev. Thomas Corwin Smith, A. M.	2	23	13	8
73	Moore's Hill College.....	Moore's Hill, Ind.	1844	Meth. Epis.	Rev. F. P. D. John, A. M.	9	50	22	15
74	University of Notre Dame du Lac ^a	Notre Dame, Ind.	1844	P. C.	Rev. Patrick J. Colovin, C. S. C.	3	60	62	13
75	Earham College.....	Richmond, Ind.	1869	Friends	Joseph Moore, A. M.	3	38	22	6
76	Ridgeville College.....	Ridgeville, Ind.	1867	F. W. Baptist.	Rev. Samuel D. Bates, A. M.	8	50		8
77	St. Meinrad College.....	St. Meinrad, Ind.	1860	F. C.	Rev. Martin Marty, O. S. B. (abbot).	47	56	9	94
78	Algonia College ^a	Algonia, Iowa	1872	Meth. Epis.	David W. Ford, A. M.	2	55		8
79	Amity College.....	College Springs, Iowa	1853	Non-sect.	Rev. S. C. Marshall, A. M.	173	0	70	
80	Griswold College.....	Davenport, Iowa	1859	Prot. Epis	Rev. Rev. William Stevens Perry, D. D., LL. D.	45	45	20	
81	Norwegian Luther College.....	Decorah, Iowa.	1865	Luth.	Rev. Laur. Larsen	26	7	16	17
82	University of Des Moines ^a	Des Moines, Iowa	1865	Baptist	Rev. J. A. Nash, D. D.	1	26	7	16
83	Parsons College.....	Fairfield, Iowa	1875	Presb.	Rev. John Armstrong, A. M.	4	60	50	45
84	Upper Iowa University.....	Fayette, Iowa	1860	Meth. Epis.	Rev. John W. Bissell, Ph. B., A. M.	52	47		e71
85	Iowa College.....	Crimell, Iowa.	1847	Cong.	Rev. George F. Magom, D. D.	14	21	30	26
86	Humboldt College ^a	Humboldt, Iowa	1872	Non-sect.	Rev. Stephen H. Taft	2	63	25	
87	Hampson Centenary College.....	Indianola, Iowa	1867	Meth. Epis.	Rev. Thomas S. Barry, M. A.	2	40	12	6
88	Stato University of Iowa.....	Iowa City, Iowa	1846	Non-sect.	Josiah L. Pickard	4	24	10	5
89	German College ^a	German College, Iowa	1873	Meth. Epis.	Rev. George F. W. Willey, A. M.	1	40	12	6
90	Iowa Wesleyan University.....	Mt. Pleasant, Iowa	1855	Meth.	Rev. W. J. Spaulding, Ph. D.	6	137	128	
91	Cornell College.....	Mt. Vernon, Iowa	1857	Meth. Epis.	Rev. Wm. F. King, D. D.	3	58	42	72
92	Oskaloosa College.....	Oskaloosa, Iowa	1857	Christian	Geo. T. Carpenter, A. M.	2	75	52	
93	Penn College.....	Oskaloosa, Iowa	1866	Friends	Wm. B. Morgan, A. M., C. E. (pro tempo).	4	100	34	50
94	Central University of Iowa.....	Pella, Iowa	1853	Baptist	Rev. L. A. Dunn, D. D.	3	76	43	13
95	Tabor College.....	Tabor, Iowa	1866	Cong.	Rev. Wm. M. Brooks, A. M.	3	76	43	13

^a From Report of the Commissioner of Education for 1877.
^e English and normal.
^f In music and painting.
^g Preparatory department is identical with Whipple Academy (Table VIII).
^h See Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for 1878, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
96 Western College	Western, Iowa.	1856	1857	United Breth.	Rev. E. E. Kophart, A. M.	...	76	47	4	9	...
97 St. Benedict's College.	Atchison, Kans.	1868	1859	R. C.	Rt. Rev. Innocent Wolf, O. S. B.	...	48	17	...	...	...
98 Baker University	Baldwin City, Kans.	1858	1858	M. E.	Rev. J. Denison, D. D.	...	42	41	...	...	...
99 Highland University	Highland, Kans.	1858	1856	Presb.	Rev. Robert Cruikshank, D. D.	...	32	24	...	...	...
100 University of Kansas	Lawrence, Kans.	1863	1866	Non-sect.	Rev. James Marvin, D. D.	...	143	114	...	...	...
101 Lane University	Leocompton, Kans.	1862	1862	United Breth.	Rev. L. S. Tohill, A. M.	6	53	40	4	58	...
102 Ottawa University	Ottawa, Kans.	1860	1865	Baptist	Rev. P. J. Williams, D. D.	...	72	...	40	60	...
103 St. Mary's College	St. Mary's, Kans.	1869	1846	R. C.	Rev. J. F. X. Tolan, S. J. (secretary).	3	36	7	29	14	...
104 Washburn College*	Topceka, Kans.	1865	1865	Cong.	Rev. Peter McVicar, M. A., D. D.	...	105	128	5	10	...
105 Berea College*	Bardstown, Ky.	1824	1819	R. C.	Rev. W. J. Dunn	...	145	0	20	30	...
106 Berea College*	Berea, Ky.	1865	1860	Non-sect.	H. A. Cecil	7	100	0	41	13	...
107 Centre College	Cecilian P. O., Ky.	1867	1860	R. C.	Rev. E. H. Fairchild	...	54	13	12	20	...
108 Centre College	Danville, Ky.	1819	1822	Presb.	Ormond Denny, D. D.	2	15	18	11	2	...
109 Eminence College	Eminence, Ky.	1860	1857	Christian	W. S. Gilmore	1	16	0	22	7	...
110 Kentucky Military Institute	Farmdale, Ky.	1847	1845	Non-sect.	Col. R. D. Allen, M. D., C. E. (suplt.)	1	31	0	20	...	...
111 Georgetown College	Georgetown, Ky.	1829	1831	Baptist	Rev. B. Manly, Jr., D. D., D. D.	1	20	0	20	...	...
112 Kentucky University	Lexington, Ky.	1853	1839	Baptist	Henry H. White, D. D.	1	25	15	10	...	...
113 Kentucky Wesleyan College	Millersburg, Ky.	1860	1866	M. E. South	Rev. W. H. Anderson, A. M., M. D., D. D.	...	45	47	2	2	...
114 Concord College	New Liberty, Ky.	1868	1868	Baptist	James Rice	2	30	20	32	15	...
115 Kentucky Classical and Business College.*	North Middletown, Ky.	1878	1877	Christian	E. V. Zollars	1	15	15	...	...	...
116 Bethel College.	Russellville, Ky.	1856	1856	Baptist	Leslie Waggener	...	62	...	...	...	...
117 St. Mary's College	St. Mary's, Ky.	1837	1821	R. C.	Rev. David Fennessy, C. R.	...	...	...	...	...	...
118 Louisiana State University and Agricultural and Mechanical College.	Baton Rouge, La.	1853	1869	{ Non-sect.	D. F. Boyd	...	...	...	...	...	...
119 St. Charles College	Grand Coteau, La.	1874	1874	{ R. C.	Very Rev. Robert Olivier, S. J.	...	...	...	...	...	...
120 Centenary College of Louisiana.	Jackson, La.	1852	1837	M. E. South	Rev. C. G. Andrews, A. M., D. D.	...	32	33	8	0	...
121 Leland University	New Orleans, La.	1870	1874	Baptist	Soth J. A. Gell, jr.	1	6	58	...	...	...

TABLE IX.—*Statistics of universities and colleges for 1878, &c.—Continued.*

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12	
164	University of the State of Missouri	Columbia, Mo.	1839	1840	Non-sect.	Samuel S. Laws, A. M., M. D., LL. D.	1	47	20	27		
165	Central College	Fayette, Mo.	1855	1857	M. E. South	Rev. E. R. Hendrix, A. M., D. D.	2	15	20			
166	Lewis College*	Glasgow, Mo.	1865	1866	M. E.	Rev. James C. Hall, A. M.	3	15	20			
167	Pritchett School Institute	Glasgow, Mo.	1867	1866	Non-sect.	R. T. Bond, A. M.	3	15	20			
168	Lincoln College	Greenwood, Mo.	1870	1870	United Presb	W. Q. Bell, A. B.	5	12	10			
169	Woodland College	Independence, Mo.	1874	1839	Christian	W. A. Backner, A. M.	1869					
170	La Grange College	La Grange, Mo.	1858	1866	Baptist	J. F. Cook, LL. D.	1	55	40	15		
171	William Jewell College	Liberty, Mo.	1849	1852	Baptist	Rev. W. R. Rothwell, D. D. (chairman of faculty).	1	15	10	25		
172	Baptist College*	Louisiana, Mo.	1869	1869	Baptist	J. T. Williams, A. M.	1	150	0	40		
173	St. Joseph College	St. Joseph, Mo.	1872	1867	R. C.	Rev. Bro. Artlicman	6	150	0	80	20	
174	College of the Christian Brothers	St. Louis, Mo.	1855	1855	R. C.	Rev. Bro. James	2	61	0	30		
175	St. Louis University*	St. Louis, Mo.	1852	1859	R. C.	Rev. Joseph E. Keller, S. J.	15	277		30	41	
176	Washington University*	St. Louis, Mo.	1853	1859	Non-sect.	Rev. William G. Elliot, D. D.	2	50	49	26	10	
177	Drury College	Springfield, Mo.	1873	1873	Cong.	Rev. N. J. Morrison, D. D.	5	65	25			
178	Central Wesleyan College	Warrenton, Mo.	1864	1864	Meth. Epis	Rev. H. A. Koch, D. D.	2	32	16			
179	Doane College	Cretz, Neb.	1872	1873	Cong.	Rev. D. E. Perry (acting)	3	69	39	45	63	
180	University of Nebraska	Lincoln, Neb.	1871	1871	Non-sect.	Rev. Edmund B. Fairfield, D. D., LL. D.	3	40		10	30	
181	Nebraska College*	Nebraska City, Neb.	1866	1866	P. E.	Rev. Henry C. Shaw	6	16	24			
182	State University of Nevada	Elko, Nev.	1874	1874	Non-sect.	T. N. Stone	1	13	7	6		
183	Dartmouth College*	Hanover, N. H.	1769	1770	Cong	Rev. Samuel C. Bartlett, D. D.	2					
184	St. Benedict's College	Newark, N. J. (522 High st.)	1869	1869	R. C.	Rev. P. Mellitus Tritz, O. S. B.						
185	Rutgers College	New Brunswick, N. J.	1770	1771	Non-sect.	Rev. Wm. H. Campbell, D. D., LL. D.		(a)	(a)	(a)	(a)	
186	College of New Jersey	Princeton, N. J.	1746	1746	Non-sect.	Rev. James McCosh, D. D., LL. D.		(a)	(a)	(a)	(a)	
187	Seton Hall College	South Orange, N. J.	1861	1856	R. C.	Rev. James Henry Corrigan, A. M.	8	26				
188	St. Bonaventure's College	Allegany, N. Y.	1875	1859	R. C.	Very Rev. Fra Leo da Saracena, O. S. F.	7	143	33	20		
189	St. Stephen's College	Annapdale, N. Y.	1860	1860	Prot. Epis	Rev. Robert E. Fairbairn, D.D., LL.D.	2	20	20	0		

190	Wells College*	Aurora, N. Y.	1868	Presb.	Edward S. Friebae, A. M.	0	26	6	9
191	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y.	1854	Non-sect.	David H. Cochran, Ph. D., LL. D.	(b)	(b)	(b)	(c)
192	St. Francis College*	Brooklyn, N. Y.	0	R. C.	Brother Jerome.	6	98	0	48
193	St. John's College*	Brooklyn, N. Y.	1873	R. C.	Very Rev. A. J. Meyer, C. M.	2	125	50	50
194	Canisius College.	Buffalo, N. Y.	1870	R. C.	Rev. Martin Fort, S. J.	6	180		
195	St. Joseph's College.	Buffalo, N. Y.	1861	R. C.	Brother-Joseph.	6	180		
196	St. Lawrence University.	Canton, N. Y.	1856	Universalist.	Rev. A. G. Gaines, D. D.	0	0	0	0
197	Hamilton College.	Clinton, N. Y.	1812	Presb.	Rev. Samuel Gilman Brown, D. D., LL. D.	2	119	29	20
198	Elmira Female College.	Elmira, N. Y.	1855	Presb.	Rev. A. W. Cowles, D. D.	14	80	0	0
199	St. John's College*	Fordham, N. Y. (New York City).	1846	R. C.	Rev. F. W. Gocksch, S. J.	2	6		
200	Hobart College.	Geneva, N. Y.	1825	Prot. Epis.	Rev. Robert Graham Hinsdale, S. T. D.	2	6		
201	Madison University.	Hamilton, N. Y.	1846	Baptist.	Rev. Ebenezer Dodge, D. D., LL. D.	(c)	(c)	(c)	(c)
202	Cornell University.	Ithaca, N. Y.	1865	Non-sect.	Andrew D. White, LL. D.	0	0	0	0
203	Inglham University.	Le Roy, N. Y.	1857	Presb.	Rev. S. D. Burchard, D. D.	7	55		
204	College of St. Francis Xavier* (tenth street).	New York, N. Y. (49 W. Fifth street).	1861	R. C.	Rev. Henry Hudson, S. J.	14	235	0	
205	College of the City of New York.	New York, N. Y.	1866	Non-sect.	Alexander Stewart Webb, LL. D.	14	438	205	2559
206	Columbia College.	New York, N. Y.	1754	Non-sect.	Frederick A. P. Barnard, S. T. D., LL. D., LL. D.	0	0	0	0
207	St. Louis College.	New York, N. Y. (104 W. Thirty-eighth street).	1869	R. C.	John P. Brophy.				
208	University of the City of New York.	New York, N. Y.	1830	Non-sect.	Rev. Howard Crosby, D. D., LL. D. (chancellor).		109	0	0
209	Vassar College.	Poughkeepsie, N. Y.	1861	Non-sect.	Rev. Samuel L. Caldwell, D. D.	0	0	0	0
210	University of Rochester.	Rochester, N. Y.	1850	Baptist.	Marin B. Anderson, LL. D.				
211	Union College.	Schenectady, N. Y.	1795	Non-sect.	Very Rev. John Potter, D. D.				
212	Seminary of Our Lady of Angels.	Suspension Bridge, N. Y.	1863	R. C.	Very Rev. T. V. Kavanaugh, C. M.	0	0	0	0
213	Syracuse University.	Syracuse, N. Y.	1870	Meth. Epis.	Rev. E. O. Haven, D. D., LL. D.	0	0	0	0
214	University of North Carolina.	Chapel Hill, N. C.	1789	Non-sect.	Kemp P. Battle, LL. D.				
215	Biddle University.	Charlotte, N. C.		Presb.	Rev. S. Mattoon, D. D.	17	10		499
216	Davidson College*	Davidson College, N. C.	1837	Presb.	Rev. A. D. Hepburn, D. D.	10	33	83	
217	Rutherford College.	Happy Home, N. C.	1871	Non-sect.	Rev. Robert L. Abernethy, A. M.	1	50	25	10
218	North Carolina College.	Mt. Pleasant, N. C.	1859	Lutheran	Rev. L. A. Bikle, D. D.	2	99		
219	Trinity College.	Trinity College, N. C.	1853	M. E. South	Rev. B. Craven, D. D., LL. D.	2	50	30	50
220	Wake Forest College.	Wake Forest College, N. C.	1834	Baptist.	Rev. W. M. Wingate, D. D.	2	32	16	40
221	Buchel College*	Akron, Ohio	1870	Universalist.	Rev. S. H. McClellister, D. D.	16	28	9	156
222	Ohio University.	Athens, Ohio	1804	Non-sect.	William H. Scott.	2	56	12	42
223	Baldwin University.	Berea, Ohio	1855	Meth. Epis.	Aaron Schuyler, LL. D.	2	46	125	
224	German Wallace College.	Berea, Ohio	1864	Meth. Epis.	Isaac M. Wise	26	26		
225	Hebrew Union College.	Cincinnati, Ohio	1874	Jewish	Rev. Thomas O'Neil, S. J.	7	212	16	44
226	St. Xavier College.	Cincinnati, Ohio	1842	R. C.	Thomas Vickers	2	34	18	5
227	University of Cincinnati*	Cincinnati, Ohio	1870	Non-sect.	Rev. John B. Smith, A. B.	2	27	23	
228	Farmers' College of Hamilton County.	Cincinnati, Ohio	1846	Non-sect.	Rev. William F. Lehmann	23			
229	Capital University.	Columbus, Ohio	1850	Evangel. Luth.					

* From Report of the Commissioner of Education for 1877. *b* See report of academic department (Table VI). *d* Number in the "one year course" (commercial) in this department.
a Identical with report of Princeton College Preparatory *c* Preparatory department is identical with College Academy (Table VII). *e* In English department.
f Deceased; W. G. Simmons, A. M., chairman of faculty.

TABLE IX.—*Statistics of universities and colleges for 1878, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
						Number of instructors.	Students.				
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
1	2	3	4	5	6	7	8	9	10	11	12
Ohio Wesleyan University	Delaware, Ohio	1842	1842	Meth. Epis.	Rev. Charles H. Payne, D. D., LL. D.	2	259	96	141	52	---
Kancon College	Gambier, Ohio	1854	1855	Prot. Epis.	Rev. William B. Bodine, D. D.	4	26	---	---	---	---
Denison University	Granville, Ohio	1831	1831	Baptist	Rev. E. Benjamin Andrews, A. M.	3	99	---	60	39	---
Hiram College	Hiram, Ohio	1867	1867	Disciples	B. A. Hunsdale, A. M.	3	115	71	2	---	---
Western Reserve College	Hudson, Ohio	1826	1826	Presb. & Cong.	Rev. Carroll Cutler, D. D.	2	40	4	44	---	---
Ohio Central College	Iberia, Ohio	1854	1849	Non-sect.	Rev. J. P. Robb, A. M.	2	75	63	2	2	---
Marietta College	Marietta, Ohio	1855	1855	Non-sect.	Rev. Israel W. Andrews, D. D., LL. D.	2	72	60	12	---	---
Mt. Union College	Mt. Union, Ohio	1858	1846	Non-sect.	O. N. Hartshorn, LL. D.	2	(237)	---	---	---	---
Franklin College	New Athens, Ohio	1835	1825	United Presb.	Rev. George C. Vincent, D. D.	23	18	---	---	---	---
Muskingum College	New Concord, Ohio	1837	1837	Cong.	Rev. D. Paul, D. D.	51	23	---	---	---	---
Oberlin College	Oberlin, Ohio	1834	1834	Assoc. Presb.	Rev. James Harris Fairchild, D. D.	6	340	158	208	131	---
Rio Grande College	Rio Grande, Ohio	1873	1873	F. W. Bapt.	A. A. Moulton, A. M.	1	53	11	9	12	---
McCorckle College	Sago, Ohio	1873	1873	Meth. Epis.	Rev. William Ballantine, A. M.	1	15	11	5	20	---
Scioto College	Scioto, Ohio	1866	1866	Friends	Rev. E. Ellison, A. M.	4	100	30	17	55	---
Miami Valley College	Springboro, Ohio	1875	1871	Evang. Luth.	James W. Haines, M. D.	---	---	---	---	---	---
Wittenberg College	Springfield, Ohio	1845	1845	New Church.	Rev. J. B. Healy, D. D.	2	46	20	30	23	---
Heidelberg College	Tiffin, Ohio	1850	1850	United Breth.	Rev. George W. Willard, D. D.	---	73	11	22	61	---
Urbana University	Urbana, Ohio	1847	1851	Ref. Presb.	Rev. Frank Sewall, A. M.	1	21	---	---	---	---
Westerville, Ohio	Westerville, Ohio	1847	1849	Methodist	Rev. H. L. Thompson, D. D.	---	69	38	21	48	---
Geneva College	West Geneva, Ohio	1851	1849	Friends	Rev. H. L. Thompson, D. D.	---	83	37	18	39	---
Wiloughby College*	Wiloughby, Ohio	1858	1859	Presb.	W. W. Gist	---	35	44	---	---	---
Wilmington College	Wilmington, Ohio	1873	1871	African M. E.	Benjamin Trueblood, A. M.	4	136	32	82	86	---
University of Wooster	Wooster, Ohio	1866	1870	Non-sect.	Rev. A. E. Taylor, D. D.	---	32	37	---	---	---
Wilberforce University	Xenia, Ohio	1863	1863	Non-sect.	Rev. B. F. Lee, B. D.	---	81	50	37	51	---
Autioch College	Yellow Springs, Ohio	1852	1853	M. E. South.	Samuel C. Derby, A. M.	10	51	49	36	---	---
Corvallis College	Corvallis, Ore.	1868	1865	Non-sect.	B. L. Arnold, rit. D.	4	25	25	---	---	---
University of Oregon	Eugene City, Ore.	1876	1876	Non-sect.	J. W. Johnson	1	47	58	12	93	---
Pacific University and Tualatin Acad-emy.	Forest Grove, Ore.	1854	1854	Non-sect.	Hon. A. Humm (president board of trustees).	2	78	42	8	419	---

258	McMinnville College.....	1852	1853	Baptist.....	G. J. Burchett.....	4	45	56	38	27
259	Christian College.....	1856	1866	Christian.....	Thomas Franklin Campbell, A. M.....	2	40	38	20	22
260	Philomath College *.....	1865	1865	United Breth.....	Wayne S. Walker.....	1	49	45	29	—
261	Willamette University *.....	1853	1844	Method. Epis.....	Thomas M. Gatch, Ph. D.....	6	101	92	56	65
262	Union College.....	1867	1867	Evangel. Luth.....	Rev. Benjamin Sadtler, D. D.....	127	127	42	42	—
263	Lebanon Valley College.....	1867	1866	United Breth.....	Rev. D. De Long, A. M.....	81	40	12	14	—
264	St. Vincent's College.....	1870	1848	R. C.....	Rev. Boniface Wimmer, O. S. B.....	90	90	—	—	686
265	St. Vincent's College.....	1783	1783	Method. Epis.....	Rev. J. A. McCauley, D. D.....	1	24	2	20	0
266	Pennsylvania Military Academy *.....	1862	1862	Non-sect.....	Col. Theodore Hurlb, A. M.....	e10	116	0	0	0
267	Lafayette College.....	1826	1822	Presb.....	Rev. W. C. Cartell, D. D., LL. D.....	0	0	0	0	0
268	Lafayette College *.....	1869	1870	Rel. Geman.....	Rev. J. H. A. Bomberger, D. D.....	3	44	0	8	10
269	Pennsylvania College.....	1822	1822	Luth.....	Rev. Milton Valentine, D. D.....	2	55	—	—	—
270	Third College.....	1870	1870	Evangel. Luth.....	Rev. H. W. Roth, A. M.....	3	78	18	49	1
271	Haverford College.....	1833	1833	Friends.....	Thomas Chase, LL. D.....	2	35	53	14	25
272	Monongahela College.....	1868	1868	Baptist.....	Rev. H. K. Craig.....	2	47	0	47	0
273	Franklin and Marshall College.....	1833	1833	Reformed.....	Rev. Thomas G. Apple, D. D.....	4	27	(d)	27	(d)
274	University at Lewisburg.....	1846	1846	Baptist.....	Rev. J. R. Loomis, LL. D.....	1	31	0	25	—
275	Lincoln University.....	1854	1857	Non-sect.....	Rev. Isaac N. Randall, D. D.....	3	31	0	25	—
276	St. Francis College.....	1858	1851	R. C.....	Rev. Francis P. Ward, A. M.....	4	162	28	190	—
277	Allegheny College.....	1817	1815	M. E.....	Rev. Lucius H. Bugbee, D. D.....	4	23	0	21	—
278	Mercersburg College.....	1865	1864	Reformed.....	Rev. E. E. Higbee, D. D.....	1	15	8	11	12
279	New Castle College *.....	1875	1872	Non-sect.....	John R. Steeves, A. B.....	3	76	15	90	1
280	Westminster College.....	1852	1852	United Presb.....	Rev. E. T. Jeffers, D. D.....	5	90	40	20	—
281	La Salle College.....	1863	1863	R. C.....	Rev. Brother Romuald.....	2	112	150	12	250
282	St. Joseph's College.....	1852	1852	R. C.....	Rev. B. Villiger, S. J.....	4	129	0	51	78
283	University of Pennsylvania *.....	1755	1748	Non-sect.....	Charles J. Stillé, LL. D. (provost).....	4	15	10	5	—
284	Western University of Pennsylvania.....	1819	1820	Non-sect.....	George Woods, LL. D.....	4	15	60	78	69
285	Lehigh University.....	1866	1866	P. E.....	Rev. John M. Leavitt, D. D.....	87	26	0	0	0
286	Swarthmore College.....	1894	1869	Friends.....	Edward H. Macall, A. M.....	26	0	0	0	0
287	Augustinian College of Villanova.....	1848	1842	R. C.....	Rev. John J. Folligan, O. S. A.....	0	0	0	0	0
288	Washington and Jefferson College.....	1802	1802	Presb.....	Rev. George P. Hays, D. D.....	11	14	0	0	0
289	Bryn Mawr College.....	1761	1755	Baptist.....	Rev. E. G. Robinson, D. D., LL. D.....	0	0	0	0	0
290	College of Charleston.....	1716	1759	Non-sect.....	N. R. Middleton, LL. D.....	0	0	0	0	0
291	College of Charleston.....	1829	1829	Ass. Rel. Pres.....	Rev. William M. Grier, D. D.....	0	0	0	0	0
292	Fisk University.....	1850	1851	Baptist.....	Rev. James C. Furman, D. D.....	2	45	0	34	—
293	Newberry College.....	1856	1858	Evangel. Luth.....	Rev. G. W. Holland, A. M.....	4	142	98	25	40
294	Chalmers University and South Carolina Agricultural College and Mechanics Institute.....	1869	1870	M. E.....	Rev. Edward Cooke, A. M., D. D.....	43	0	20	25	82
295	Wofford College.....	1851	1854	M. E. South.....	James H. Carlisle, A. M., LL. D.....	1	24	30	25	—
296	Adger College.....	1877	1877	Presb.....	Rev. J. R. Riley (chairman of faculty).....	1	20	13	8	25
297	East Tennessee Wesleyan University.....	1867	1868	M. E.....	Rev. John Fletcher Spence, D. D.....	1	38	32	23	0
298	Beech Grove College.....	1869	1868	Non-sect.....	M. Parker.....	1	50	0	—	—
299	King College.....	1869	1868	Presb.....	Rev. J. D. Tadlock, D. D.....	1	50	0	—	—
300	Southwestern Presbyterian University.....	1875	1875	Presb.....	Rev. J. B. Shearer, D. D.....	0	20	0	—	—
301	Hwassee College.....	1849	1849	M. E. South.....	Rev. J. H. Brunner, A. M., D. D.....	1	50	0	—	—

* From Report of the Commissioner of Education for 1877.

d See University Female Institute (Table VIII).

e For both departments.

b Commercial and elementary.

c For both departments.

TABLE IX.—*Statistics of universities and colleges for 1878, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Number of instructors.	Preparatory department.					Number of students unclassified.
							Students.				Preparing for scientific course.	
							Male.	Female.	Preparing for classical course.	Preparing for scientific course.		
1	2	3	4	5	6	7	8	9	10	11	12	
Southwestern Baptist University.....	Jackson, Tenn.	1874	1874	Baptist	George W. Jarman, A. M.	3	125					
East Tennessee University and State Agricultural College.	Knoxville, Tenn.	1807	1808	Non-sect.	Rev. Thomas W. Humes, S. T. D.	3	121	0				
Cumberland University.....	Lebanon, Tenn.	1842	1842	Cumb. Presb.	Nathan Green, LL. D. (chancellor)...	6	70	80	20			
Bethel College.....	McKenzie, Tenn.	1850	1850	Cumb. Presb.	Rev. W. W. Hendrix, D. D.	4	60	43	55	48		
Manchester College.....	Manchester, Tenn.	1856	1866	Non-sect.	I. N. Jones	1	35	30	9	18		
Maryville College.....	Maryville, Tenn.	1842	1849	Presb.	Rev. P. M. Bartlett, D. D.	2	73	50	29	94		
Christian Brothers' College.....	Memphis, Tenn.	1872	1871	R. C.	Brother Maurelian	4	80		25	10		
Mosheim Institute.....	Mosheim, Tenn.	1870	1869	Luth.	Rev. J. C. Barb, A. M.	4	16	3	12	18		
Mossy Creek Baptist College.....	Mossy Creek, Tenn.	1853	1860	Baptist	Rev. N. B. Goforth, D. D.	1	130					
Central Tennessee College.....	Nashville, Tenn.	1866	1866	M. E.	Rev. John Braden, D. D.	3	130	135	12	5		
Fisk University.....	Nashville, Tenn.	1867	1867	Non-sect.	Rev. E. M. Cravath, M. A.	6	136	128	46	0		
Vanderbilt University.....	Nashville, Tenn.	1873	1875	M. E. South.	L. C. Garland, LL. D. (chancellor)...	6	136	128	46	0		
University of the South.....	Sewanee, Tenn.	1860	1868	P. E.	John B. Elliott, M. D. (chairman of faculty).	6	54					
Burrill College.....	Spencer, Tenn.	1850	1850	Christian	T. W. Evans	1	59	7	31	35		
Greeneville and Tusculum College.....	Tusculum, Tenn.	1794	1794	Non-sect.	Rev. W. S. Doak, D. D.	3	90	78	0	0	0	
Woodbury College*.....	Woodbury, Tenn.	1850	1850	Non-sect.	L. D. Stroud	0	0	0	0	0	0	
Texas Military Institute.....	Austin, Tex.	1868	1868	Non-sect.	Col. John G. James	5	70					
St. Joseph's College*.....	Brownsville, Tex.	1867	1867	R. C.	Rev. P. F. Parisot, O. M. T.	5	70					
Southwestern University.....	Georgetown, Tex.	1875	1840	M. E. South.	Rev. Francis Asbury Mood, A. M., D. D. (regent).	1	46		23	23		
Henderson Male and Female College*.....	Henderson, Tex.	1870	1873	Non-sect.	Oscar H. Cooper	6	80	75				
Baylor University.....	Independence, Tex.	1845	1846	Baptist	Rev. Wm. Carey Crane, D. D., LL. D.	2	12					
Mansfield Male and Female College*.....	Mansfield, Tex.	1873	1869	Non-sect.	Rev. John Collier	2	(200)					
Salado College.....	Salado, Tex.	1868	1867	Non-sect.	George D. Alexander	1	66	55	16	28		
Austin College.....	Sherman, Tex.	1849	1850	Presb.	Rev. H. E. Bonds, D. D.	6	62	41	16	46		
Trinity University.....	Tehuacana, Tex.	1870	1869	Cumb. Presb.	Rev. W. E. Benson, D. D.	3	41	32	21			
Waco University*.....	Waco, Tex.	1861	1867	Baptist.	Rev. R. C. Burleson, D. D.	3	135	120	85	170		

	6	6	0	0	26	2	1	4	0	3	0	0	0	0	5	0	1	0	0	0	1	4
29 Atlanta University.....	6	6	0	0	26	2	1	4	0	3	0	0	0	0	5	0	1	0	0	0	1	4
30 Gamesville College.....	8	5	-3	0	34	0	0	9	11	3	7	0	0	0	1	0	0	1	2	0	4	40
31 Mercer University.....	6	6	0	0	105	25	22	22	35	23	0	0	0	0	1	0	0	0	0	0	4	40
32 Pio Nono College.....	7	7	1	0	38	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
33 Emory College.....	8	8	0	0	136	33	36	36	29	26	0	0	0	0	0	0	0	12	0	0	0	42
34 Abington College.....	9	9	0	0	11	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	4
35 Hedding College.....	12	12	0	4	80	(e39)	(e4)	(e23)	(e14)	1	0	0	0	0	0	0	0	0	0	0	0	36
36 Illinois Wesleyan University.....	12	12	0	4	121	24	16	9	7	5	8	0	0	0	0	0	0	0	0	0	0	42
37 St. Viator's College.....	12	16	0	0	53	20	12	10	10	8	0	0	0	0	0	0	0	0	0	0	0	39
38 Blackburn University.....	9	9	0	0	83	8	11	7	5	1	1	0	0	0	0	0	0	0	0	0	0	42
39 Carthage College.....	7	0	0	0	83	8	11	7	5	1	1	0	0	0	0	0	0	0	0	0	0	40
40 St. Ignatius College.....	11	6	5	0	117	20	1	17	0	13	2	10	2	0	0	0	0	0	0	0	0	35
41 University of Chicago.....	2	2	0	0	119	20	1	17	0	13	2	10	2	0	0	0	0	0	0	0	0	40
42 Rock River University.....	7	7	0	1	d200	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	39
43 Eureka College.....	7	7	0	1	d129	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
44 College of Individual Instruction.....	13	13	0	1	191	e41	e18	e28	e13	e24	e8	e23	e4	0	0	0	0	0	0	0	0	36
45 Northwestern University.....	7	7	0	0	28	0	0	0	0	10	0	4	0	0	0	0	0	0	0	0	0	39
46 Ewing College.....	7	7	0	1	117	15	5	9	0	10	0	4	0	0	0	0	0	0	0	0	0	40
47 Knox College.....	6	6	0	3	30	2	1	2	4	13	5	5	19	10	7	3	6	3	2	6	16	4
48 Lombard University.....	9	9	0	3	87	2	1	2	4	13	5	5	19	10	7	3	6	3	2	6	16	4
49 Illinois College.....	3	3	0	3	24	2	1	8	4	4	4	4	4	4	4	4	4	4	4	4	4	38
50 Lake Forest University.....	11	7	4	0	159	9	2	6	1	3	4	8	19	8	9	5	2	7	7	69	3	40
51 McKendree College.....	11	11	0	0	124	30	15	20	16	18	10	6	6	0	0	0	0	0	0	0	0	40
52 Lincoln University.....	4	4	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
53 Evangelisch-Lutherisches Collegium.....	9	9	2	0	173	21	6	13	3	12	2	20	2	4	11	1	4	2	6	72	4	40
54 Monmouth College.....	6	8	0	0	83	3	4	1	1	3	3	1	6	3	2	4	5	4	4	47	0	39
55 Augustana College.....	9	9	0	0	59	20	23	7	7	8	1	1	1	1	1	1	1	1	1	1	1	40
56 St. Joseph's Ecclesiastical College.....	8	8	0	0	30	6	5	1	4	4	7	6	1	2	2	2	2	2	2	2	2	40
57 St. Ignace College.....	8	8	0	3	58	10	5	11	1	7	1	6	1	2	2	2	2	2	2	2	2	40
58 Illinois Industrial University.....	(b)	4	4	0	(b)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40
59 Westfield College.....	4	4	0	0	29	4	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	36
60 Wheaton College.....	12	12	0	0	44	8	2	3	6	4	1	8	4	0	0	0	0	0	0	0	0	40
61 Hartford College.....	5	5	0	0	15	4	3	2	2	15	4	3	2	2	2	2	2	2	2	2	2	39
62 Badford College.....	10	10	0	0	162	48	21	35	6	28	7	13	4	0	0	0	0	0	0	0	0	40
63 Indiana University.....	10	10	0	0	162	48	21	35	6	28	7	13	4	0	0	0	0	0	0	0	0	40
64 Wabash College.....	10	10	0	0	96	30	27	21	18	21	18	21	18	0	0	0	0	0	0	0	0	37
65 Evangelical Lutheran Concordia College.....	7	7	1	0	151	39	48	31	33	33	0	0	0	0	0	0	0	0	0	0	0	38
66 Fort Wayne College.....	10	8	2	0	10	4	2	4	0	1	1	1	1	0	0	0	0	0	0	0	0	42
67 Franklin College.....	6	6	0	0	17	3	2	3	1	1	1	1	1	0	0	0	0	0	0	0	0	39
68 Indiana Asbury University.....	14	14	0	0	185	(51)	(56)	(25)	1	1	1	1	1	0	0	0	0	0	0	0	0	4
69 Hanover College.....	8	7	1	3	66	17	9	6	8	14	7	2	3	0	0	0	0	0	0	0	0	37
70 Hartsville University.....	6	6	0	1	63	10	1	1	1	31	5	11	10	4	0	0	0	0	0	0	0	38
71 Butler University.....	12	11	1	2	82	10	6	8	5	9	7	12	4	0	0	0	0	0	0	0	0	40
72 Union Christian College.....	8	7	1	0	41	1	1	1	1	5	3	3	1	2	4	4	21	0	0	0	0	37
73 Moore's Hill College.....	4	4	0	0	40	2	1	1	1	14	7	3	10	2	1	0	0	0	0	0	0	40
74 University of Notre Dame du Lac.....	27	27	0	0	d275	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4

* For Report of the Commissioner of Education
 X, Part I.
 c For students in scientific department, see Table
 d Total number in all departments.
 e Under classical are included students in scientific course.
 f These are for the preparatory department also.
 g In scientific and philosophical courses.
 h Includes one only partially endowed.

103	St. Mary's College	16	11	63	8	9	9	8	14	12	3	6	40
104	Washington College*	7	4	2	2							4	38
105	St. Joseph's College*	4	9	99		29		70				0	43
106	Berea College*	5	5	31	4	6		1		6	2	4	40
107	Cedron College	8	0	6								0	40
108	Centre College	6	6	92	21	19	19	17	3	8		2	40
109	Emmence College	6	6	74	12	7	12	1	4			0	40
110	Kentucky Military Institute	4	4	63	2	(25)		2	24			4	40
111	Georgetown College	5	0	66								4	40
112	Kentucky University	3	0	63								0	41
113	Kentucky Wesleyan College	3	4	55								0	40
114	Concord College	3	3	39	2	3	4		10	8	9	3	40
115	Kentucky Classical and Business College*	7	12	93	20	30	10	18	0			0	40
116	Bethel College	6	6	90	63	15	8	4					40
117	St. Mary's College	10	8	122									42
118	Louisiana State University and Agricultural and Mechanical College	4											26
119	St. Charles College	5	5	23		5		1	5	2			42
120	Centenary College of Louisiana	3	3	25	12								(d)
121	Leland University	21		(d)									35
122	New Orleans University	6		33									30
123	Straight University			27									40
124	Jefferson College (St. Mary's)	14	14										44
125	Bowdoin College	20	14	140	37	0	45	0	22	0		0	38
126	Bates College	7	8	127	41	4	2	20	2	16	0	25	40
127	Colby University	8	8	155	53	3	42	3	25	1	20	21	38
128	St. John's College	8	8	72	30	22	8	12				69	39
129	Baltimore City College	13		526								0	40
130	Johns Hopkins University	(25)		g123								0	44
131	Loyola College	15	8	85								41	38
132	Washington College	3	3	38	16			12				0	40
133	St. Charles's College	13	10	170								10	40
134	Federick College	3		46	13								43
135	Western Maryland College	11	6	72	22	11	5	0	6	7	2	1	42
136	Amlerst College	21	19	335	92	11	84	73	4	0	1	0	37
137	Boston College	12	12	79	21	10	19	20		6	2	0	100
138	Boston University, College of Liberal Arts.	16	15	126	14	11	20	6	10	11		0	7
139	Harvard College	50		h884	227	218	174	200				11	37
140	Trinity College	12	12	0	78	12						258	4
141	Williams College	12	12	6	208	62	58	48		3	6	1	39
142	College of the Holy Cross*	15	14	1								24	38
143	Adrian College	5	7	1	65	1	0	2	2	4	4	0	40
144	Albion College	8	0	56	1	2	5	1	5	11	4	2	59
145	University of Michigan	31	31	0	441							1	37
146	Battle Creek College	11	10	0	150	10	7					11	39
												3	40

* From Report of Commissioner of Education for 1877.
 a Total number in all departments.
 b Two resident lecturers are included.
 c Under classical are included students in scientific course.
 d Collegiate course not yet organized.
 e Partially endowed.
 f Fifty of these were for board and tuition.
 g Total number of scholars, including fellows.
 h Includes holders of fellowships.
 i Includes unmatriculated students and candidates for higher degrees.

	20	20	9	0	68	30	0	30	0	23	0	10	0	(f)	3	4	3	2	2	(f)	5	0	0	6	40		
St. Louis University ^a	13	10	0	1	91	4	11	5	8	4	2	1	1	1	3	19	16	3	2	2	(f)	3	0	21	4		
Washington University ^a	10	10	0	2	44	5	1	4	1	1	0	3	0	8	1	0	2	0	1	0	2	0	7	4			
Drury College	4	4	0	22	3	2	1	1	3	3	0	1	1	1	1	6	6	1	1	1	1	0	4	39			
Central Wesleyan College	6	6	0	0	101	8	2	9	5	8	0	4	2	4	3	6	0	1	3	1	0	0	4	39			
Doane College	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40			
University of Nebraska	8	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40			
Nebraska College ^a	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40			
State University of Nevada	20	20	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	38			
Dartmouth College ^a	5	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	42			
St. Benedict's College	13	0	1	42	38	22	35	32	31	32	85	121	31	(f)	(f)	3	58	10	(f)	3	0	0	65	4			
Rutgers College	25	25	0	11	f449	96	89	85	131	85	131	85	131	(f)	(f)	0	0	0	(f)	0	0	0	4	37			
College of New Jersey	10	10	0	0	53	10	14	9	17	18	17	16	15	(f)	(f)	0	0	0	(f)	0	0	0	4	40			
Seton Hall College	6	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	40			
St. Bonaventure's College	6	6	0	0	35	6	0	9	10	0	10	0	15	(f)	(f)	2	0	0	(f)	2	0	0	35	1			
St. Stephen's College	11	9	2	0	0	31	5	2	3	2	3	2	8	(f)	(f)	3	0	0	(f)	3	0	0	4	40			
Wells College ^a	12	12	0	0	133	51	31	3	3	3	3	3	26	(f)	(f)	1	3	6	1	1	3	0	0	4	40		
Brooklyn Collegiate and Polytechnic Institute	8	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	42			
St. Francis College ^a	8	9	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	41			
St. John's College ^a	14	10	0	0	142	5	3	3	3	3	3	3	3	(f)	(f)	0	0	23	2	2	0	0	6	44			
Cassius College	10	7	0	0	15	5	4	3	0	5	0	2	7	(f)	(f)	2	4	2	4	2	4	0	17	4	40		
St. Joseph's College	7	6	1	2	62	53	10	33	6	43	33	33	9	14	1	6	5	0	5	0	13	0	20	4	40		
St. Lawrence University	13	13	0	0	8	102	53	10	33	6	6	6	6	14	1	6	5	0	5	0	13	0	20	4	40		
Hamilton College	13	14	2	1	69	12	15	13	10	10	13	13	9	1	1	1	2	2	2	2	17	4	0	42	40		
Emilia Female College	13	14	1	0	52	20	12	12	9	5	5	5	5	1	1	1	2	2	2	2	1	0	0	4	42		
St. John's College ^a	9	9	2	5	52	20	12	12	9	5	5	5	5	1	1	1	2	2	2	2	1	0	0	4	42		
Hobart College	9	9	2	5	52	20	12	12	9	5	5	5	5	1	1	1	2	2	2	2	1	0	0	4	42		
Madison University	10	10	2	0	93	36	12	12	12	17	19	19	4	(f)	(f)	4	4	4	4	4	4	4	4	39	39		
Cornell University	49	47	2	0	176	32	9	24	10	20	6	11	8	(f)	(f)	12	13	13	13	13	17	0	3	4	40		
Ingham University	18	16	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	40	40		
College of St. Francis Xavier ^a	14	9	1	0	102	43	27	17	15	17	15	15	15	97	51	28	20	20	20	20	4	16	4	40	40		
College of the City of New York	15	35	0	0	406	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66	6	14	4	40	40		
Columbia College	13	16	0	1	246	78	69	62	37	62	37	62	37	(f)	(f)	(f)	(f)	(f)	(f)	(f)	6	14	4	40	40		
St. Louis College	10	10	0	0	39	144	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	14	4	40	40		
University of the City of New York	p63	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	14	4	40	40		
Vassar College	11	29	0	0	107	48	38	38	48	38	48	38	48	36	7	4	3	3	4	4	26	1	0	2	4	38	
University of Rochester	9	9	0	3	146	24	23	23	23	27	29	17	29	7	4	3	3	4	4	4	25	3	0	2	4	38	
Union College	19	17	2	0	104	25	16	16	16	16	17	16	17	25	22	15	13	13	13	13	3	0	2	56	4	37	
Seminary of Our Lady of Angels	14	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	39	39	
Syracuse University	9	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	6	42	42	
For students in agricultural and engineering depart-																											
Two tuition granted under certain conditions to eleven																											
From Report of Commissioner of Education for 1877.																											

* From Report of Commissioner of Education for 1877.
a Includes students in English and normal course.
b Thirty of these are in the ladies' course.
c Suspended until new buildings are completed and endowment increased.
d Total number in all departments.
e Other students not specified are included in this total.
f For students in scientific department see Table X, Part 2.
g For students in agricultural and engineering departments see Table X, Parts 1 and 2.
h Identical with the statistics reported for 1878 from Chandler scientific department. (See Table X, Part 2.)
i Partially endowed.
j For students in scientific department see Table X, Part 1.
k Includes 30 in business course.

Free tuition granted under certain conditions to eleven students.

m Also an "aid fund" of \$25,000.

n 128 districts may each send a free scholar every year.

o Includes students in the departments of music and art.

p Officers and instructors for all departments of the university.

q In the college of fine arts.

242	McCorkle College.....	2	5	4	2	1	126	5	1							50	5	25	2	12	1	6	1	18			6	39			
243	Seio College.....	5					42	18								4		4									4	40			
244	Miami Valley College.....	7	7			2	89		10		(18)	9	0	4	0	3		15	9			5	2	20			4	40			
245	Wittenberg College.....	6	6	0	0	80			1	0	9	0	4	0	3							5	2	30			4	40			
246	Hendelberg College.....	6	4			0	11	3	1	5	0	6	10	0	10	0	14	12	4	7	1	3	5	0	0	0	200	4	40		
247	Urbana University.....	6	6	0	4	0	74	9	7	2	4	1	6	2	2	2	4	2	7	3	6	1	3		1		4	39			
248	Ottoburn University.....	8	6	2			58	5	3	3	1	1	1	2	1	2											4	36			
249	Geneva College.....	4					16	2	3	1	1	1	1	2	1	2											4	39			
250	Willoughby College.....	5					21	2	3	1	1	1	1	1	1	1	2	2	2	2							4	39			
251	Williamson College.....	14	12	2		4	185	34	4	31	4	17	0	19	6	10	5	7	7	2	3	7	1	28	0	0	42	4	36		
252	University of Wooster.....	9	19	5	0	23	0	0	2	0	2	0	0	0	0	5	2	3	0	3	0	2	0	4			4	40			
253	Wilberforce University.....	5	5	0			36	4	2	1	2	4	3	3												0	4	40			
254	Antioch College.....	4					83	22	8	16	5	17	9	3	3	3	2	0								0	114	6	40		
255	Corvallis College.....	5	5	0	0	0	12	3	0	3	0	1	0	0	0	2	0									0	0	3	40		
256	University of Oregon.....	5	5																							0	0	114	4	40	
257	Pacific University and Tualatin Acad- emy.....	5	5			2																				0	0	3	40		
258	McMinnville College.....	5	5	0			76	7	4	7	4	10	2	2	2	8	5	6	4	8	3	4	0				4	40			
259	Christian College.....	4	5	0	0	2	29	2	11	1	3	1	3	4	2	2										0	43	4	40		
260	Philomath College.....	6	6	0	0	0	48	4	1	4	3	4	2	6	1	3	3	2	2	4	3	6					4	40			
261	Willamette University.....	7	6	1	3	66	f22		f20		f12																30	4	40		
262	Muhlenberg College.....	7	7				39	2	1	5		5	1	4		4	1	2	3	3		1	3	4			4	40			
263	Lebanon Valley College.....	7	7				113																				4	40			
264	St. Vincent's College.....	33				0	72	23	0	12	0	13	0	9	0	7	0	7	0	0	0	1	0				4	39			
265	Dickinson College.....	5	5	0	0	10																				0	0	4	40		
266	Pennsylvania Military Academy*.....	10	10			3	9176	44	49		40		38		(g)		(g)		(g)		(g)					10	4	40			
267	Lafayette College.....	25	22	3	3	26	4	5	4	4	4	4				6				2		1				5	4	39			
268	Ursinus College.....	6	6		1	1	26	4	5	5	4	4															10	4	40		
269	Pennsylvania College.....	8	8	1	5	73	22	20		14	14																4	39			
270	Thiel College.....	4	7			0	37	10	5	5	5	1	4	7													4	39			
271	Haverford College.....	8	6	4			57	9	14		10	7				5	8		4								4	38			
272	Monongahela College.....	6	6	1	0		87	32	20		23	12														0	0	6	40		
273	Franklin and Marshall College.....	7	6	1	1	0	44	7	9	10	7															0	0	4	39		
274	University at Lewisburg.....	6	6			4	43	15	11		7	8				11					2					0	0	4	40		
275	Lincoln University.....	6	6		4	40																				2	0	0	4	40	
276	St. Francis College.....	12	10		0	0	53	f15		f10		f16														2	0	0	8	4	40
277	Allegheny College.....	10	8	2	3	110	40	14	16	5	18	2	15	0												0	0	4	44	4	38
278	Mercesburg College.....	6	6	0	0	0	20	4	6	6	0	2	6													1	0	0	4	40	
279	New Castle College.....	9	8	1	0	0	110	28	18	2	1					33	27	0	1							0	0	4	40		
280	Westminster College.....	8	8	0	0	0	139	28	1	23	2	14	1	9	2	19					3	2	30	2	0	0	4	38	4	40	
281	La Salle College.....	10	8	2			62	15	10			4	4			10	8		6		5					0	4	44	4	40	
282	St. Joseph's College.....	12	5	2	0	1	134	30		32	31																	4	41	4	40
283	University of Pennsylvania*.....	14	15	1	1	2	69	8	0	3	0	6				14	0									17		4	41	4	40
284	Western University of Pennsylvania.....	12	12	0		0	78	37		19		11				14	0									14	2	0	4	40	
285	Lehigh University.....	10	14		10	10	78	37		19		11														1		4	40	4	40
286	Swarthmore College.....	9	15	4	0	0	114	17	23	6	13	6	9	5	5	11	0	12	0	4	0	3	0				4	4	40	4	40

* From Report of the Commissioner of Education for 1877.

a Not prescribed.

b Includes special students.

c For academic and art departments.

d Includes students in academic and art departments.

e Theological.

f Under classical are included students in scientific course.

g For students in scientific department, see Table X, Part 2.

* From Report of the Commissioner of Education for 1877.
 c For academic and art departments.
 d Includes students in academic and art departments.
 e Theological.
 f Under classical are included students in scientific course.
 g For students in scientific department, see Table X, Part 2.

a Not prescribed.

b Includes special students.

28	University of Georgia	40, 75	31-41	14, 000	3, 000	200	5, 000	200, 000	350, 000	32, 000	3, 900	8, 000	August 6, June 26, 300
29	Atlanta University	18	23	4, 000	100	200	0	100, 000	75, 000	300	4, 000	8, 000	June 26, 0
30	Gainesville College	32	23	2, 213	100	15	300	10, 000	0	0	2, 000	0	July 2, 0
31	McKendree University*	60	34	9, 000	150	75	300	50, 000	150, 000	10, 000	4, 000	0	July 3, 2, 000
32	Pio Nono College	230	34	1, 500	150	200	2, 500	100, 000	150, 000	0	0	0	July 3, 0
33	Emory College	60	3-4	3, 500	150	200	400	100, 000	15, 000	500	1, 000	0	July 9, 0
34	Abingdon College	24, 39	13-3	1, 000	100	50	500	50, 000	50, 000	0	3, 500	0	June, 0
35	Hedding College	35	3-4	3, 000	100	50	500	100, 000	50, 000	6, 000	7, 500	0	June 12, 0
36	Illinois Wesleyan University	36	3-4	3, 000	100	500	500	60, 000	4, 000	800	3, 500	0	June 19, 0
37	St. Viator's College	40	3-4	2, 500	100	100	500	75, 000	75, 000	7, 500	2, 500	0	June 26, 0
38	Blackburn University	25	2	1, 200	500	100	500	75, 000	75, 000	7, 500	2, 500	0	June 12, 0
39	Carthage College	25	13	2, 000	300	30	1, 000	50, 000	40, 000	3, 000	4, 000	0	May, 0
40	St. Ignace College	40	23	10, 500	1, 000	30	0	400, 000	0	0	7, 000	0	June 26, 0
41	University of Chicago	70	23	7, 000	1, 000	30	0	400, 000	0	0	7, 000	0	June 26, 0
42	Rock River University	35	2	1, 000	100	100	500	50, 000	15, 000	1, 200	4, 500	0	July 22, 0
43	Eureka College	30	13-3	1, 000	100	100	500	50, 000	15, 000	1, 200	4, 500	0	June 5, 0
44	College of Individual Instruction	39, 52	4	25, 000	5, 000	100	0	55, 000	0	0	4, 225	0	June 26, 0
45	Northwestern University	60	4	25, 000	5, 000	100	0	55, 000	0	0	4, 225	0	June 26, 0
46	Ewing College	100	2-2	100	300	100	2, 600	12, 000	124, 000	12, 000	1, 800	0	June, 0
47	Knock College	45	2	4, 000	300	100	2, 600	12, 000	124, 000	12, 000	1, 800	0	June, 0
48	Lombard University	15-25	3, 34	6, 000	300	100	1, 000	100, 000	100, 000	8, 000	1, 000	0	June 24, 0
49	Illinois College	36	31-4	8, 000	500	300	3, 000	100, 000	100, 000	8, 000	2, 935	0	June 20, 0
50	Lake Forest University*	40-100	4	3, 000	200	500	3, 000	100, 000	100, 000	8, 000	2, 935	0	June 5, 0
51	McKendree College	18-24	3	4, 000	1, 000	20	2, 500	50, 000	35, 000	2, 500	3, 313	0	June 27, 0
52	Lincoln University	15	2-3	13, 000	932	136	4, 000	196, 000	237, 000	24, 000	1, 300	0	June 12, 0
53	Evangelisch-Lutherisches College	40	23-31	2, 189	300	298	52, 370	60, 000	60, 000	4, 000	7, 178	0	June 12, 0
54	Monmouth College	18	23	6, 254	1, 000	254	50, 000	50, 000	96, 000	7, 600	2, 011	0	June 12, 0
55	Augustana College	30	2	6, 254	1, 000	254	50, 000	50, 000	96, 000	7, 600	2, 011	0	June 12, 0
56	St. Joseph's Ecclesiastical College	27, 48	1-3	6, 000	300	150	2, 000	40, 000	150, 000	6, 000	4, 000	0	June 25, 0
57	Shurtleff College	0	1-3	6, 000	300	150	2, 000	40, 000	150, 000	6, 000	4, 000	0	June 25, 0
58	Illinois Industrial University	24	1-3	1, 050	300	50	250	40, 000	30, 000	300	965	0	June 11, 0
59	Westfield College	33	2-3	1, 500	1, 500	50	1, 000	84, 250	30, 000	3, 370	8, 665	0	June 12, 0
60	Bedford College	21-31	3-4	7, 250	1, 000	130	1, 000	15, 000	30, 000	3, 370	8, 665	0	June 12, 0
61	Indiana University	49	3-4	7, 250	1, 000	150	1, 000	100, 000	120, 500	8, 000	41, 200	23, 000	June 6, 0
62	Wabash College	21, 30	3-5	16, 000	1, 000	50	1, 000	100, 000	120, 500	8, 000	41, 200	23, 000	June 11, 0
63	Indiana University	40	13	5, 000	1, 000	50	1, 000	150, 000	120, 500	8, 000	41, 200	23, 000	June 25, 0
64	Evangelical Lutheran Concordia College	32	23	500	500	25	1, 000	150, 000	120, 500	8, 000	41, 200	23, 000	July 15, 0
65	Fort Wayne College	28, 28	13, 34	2, 500	500	25	1, 000	150, 000	120, 500	8, 000	41, 200	23, 000	June 25, 0
66	Franklin College	0	2, 1, 34	10, 000	500	25	1, 000	150, 000	120, 500	8, 000	41, 200	23, 000	June 25, 0
67	Indiana Asbury University	15, 18	2-3	4, 600	100	25	2, 400	720, 000	717, 000	12, 000	1, 173	0	June 12, 0
68	Hanover College	0	3	4, 600	100	25	2, 400	720, 000	717, 000	12, 000	1, 173	0	June 12, 0
69	Hartsville University	850	0	1, 000	100	200	2, 000	150, 000	200, 000	12, 000	1, 173	0	June 12, 0
70	Butler University	0	3	2, 000	1, 000	200	2, 000	150, 000	200, 000	12, 000	1, 173	0	June 12, 0

* From Report of the Commissioner of Education for 1877.

a Board and tuition.

b See Table X, Part I.

c To residents of California.

d Total income.

e For library building.

f Estimated.

g One-fifth of a mill on each dollar assessed in the State, giving an income of about \$15,000.

h Includes endowment.

i For year ending July 31, 1877.

j For library.

k From contingent fees.

l In 1876.

99	Highland University.....	30, 36	f^3 3-4	5, 000	.....	0	500	20, 000	.....	1, 600	0	June 12.
100	University of Kansas.....	10, 24	2-4	3, 100	800	275	500	260, 000	10, 500	2, 523	29, 748	June 11.
101	Lane University.....	24	2-3	3, 200	100	25	500	10, 000	10, 000	1, 200	.....	June 18.
102	Ottawa University.....	20, 30	.....	5, 000	1, 000	.....	1, 500	75, 000	33, 000	800	0	June 6.
103	St. Mary's College.....	30	g^3 2-3	3, 000	200	100	3, 000	54, 000	0	.....	12, 000	June 25.
104	Washington College ^a	27	2-3	3, 000	500	.....	0	50, 000	0	0	0	June 12.
105	St. Joseph's College ^a	a200	.....	2, 200	300	.....	3, 000	35, 000	0	.....	0	June 27.
106	Berea College ^a	9, 12	2-4	3, 500	0	.....	.....	35, 000	2, 620	.....	0	July 3.
107	Cecilian College.....	40	3-4	4, 200	0	50	3, 420	30, 000	0	4, 000	0	June 6.
108	Centre College.....	45	g^3 3-5	1, 600	300	95	3, 420	70, 500	158, 000	5, 800	0	June 6.
109	Emmance College.....	50	3-4	1, 600	300	40	1, 000	50, 000	0	4, 800	41, 000	June 5.
110	Kentucky Military Institute.....	50	2-4	9, 000	300	100	2, 500	75, 000	75, 000	2, 000	0	June 12.
111	Georgetown College.....	30-50	2-4	3, 000	505	77	2, 083	150, 000	115, 400	41, 575	0	June 12.
112	Kentucky Wesleyan College.....	23	2-5	11, 323	0	0	1, 500	30, 000	32, 000	2, 500	0	June 11.
113	Kentucky Wesleyan College.....	40	4	0	0	.....	.....	12, 000	.....	1, 500	600	June 12.
114	Concord College.....	23-45	3-4	300	50	500	.....	20, 000	.....	a12, 000	0	June.
115	Kentucky Classical and Business College. ^a	50, 60	5	500	100	500	.....	20, 000	.....	4, 000	0	June 12.
116	Bethel College.....	60	2-4	1, 000	.....	.....	500	40, 000	71, 000	3, 500	.....	July 4.
117	St. Mary's College.....	a225	.....	14, 000	.....	.....	.....	.....	278, 400	19, 488	.....	August 1.
118	Louisiana State University and Agricultural and Mechanical College.....	0	2-4	.....	.....	100	2, 000	80, 000	.....	2, 000	.....	July 2.
119	St. Charles College.....	a200	65	5, 500	.....	.....	.....	70, 000	0	1, 000	.....	May 29.
120	Centenary College of Louisiana.....	8	3-5	3, 000	.....	.....	.....	20, 000	.....	.....	.....	July.
121	Leland University.....	.....	2-4	.....	.....	.....	.....	.....	.....	.....	.....	July 10.
122	New Orleans University.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 26.
123	Straight University.....	a260	.....	19, 500	164	13, 000	1, 000	400, 000	221, 238	14, 050	0	June 23.
124	Jefferson College (St. Mary's).....	75	23-4	5, 400	500	305	0	200, 000	300, 000	4, 000	0	July 2.
125	Bowdoin College.....	36	4-5	15, 000	6, 600	.....	.....	130, 000	200, 000	1, 500	325, 000	June 25.
126	Bates College.....	45	2-3	5, 000	.....	.....	.....	65, 000	.....	.....	.....	June 25.
127	Colby University.....	75	5	.....	.....	.....	.....	150, 000	73, 000, 000	2180, 000	0	June 25.
128	St. John's College.....	74	.....	6, 800	.....	.....	400	75, 000	27, 570	1, 734	464	June 9.
129	Baltimore City College.....	80	f^5	15, 000	.....	.....	500	40, 500	.....	.....	0	June.
130	Johns Hopkins University.....	60	4	1, 300	.....	.....	.....	.....	.....	.....	.....	June 19.
131	Loyola College.....	40-60	.....	3, 000	500	200	33, 050	15, 000	.....	2, 600	800	June 19.
132	Washington College.....	a180	.....	3, 000	500	200	33, 050	15, 000	.....	1, 838	8, 800	July 3.
133	Frederick College.....	25-60	.....	3, 000	500	200	33, 050	15, 000	.....	1, 838	8, 800	June 26.
134	St. Charles's College.....	35, 60	4	35, 300	6, 000	2, 728	5, 319	400, 000	410, 778	20, 000	0	June 4.
135	Western Maryland College.....	100	3-5	12, 000	200	200	400	200, 000	0	8, 000	0	June 4.
136	Amherst College.....	60	4-5	.....	.....	.....	.....	.....	.....	.....	.....	June 25.
137	Boston College.....	100	2-6	.....	.....	.....	.....	.....	.....	.....	.....	June 18.
138	Boston University, College of Liberal Arts.....	150	4-8	173, 000	10, 000	500	.....	250, 000	m3, 615, 539	a231, 107	120, 502	June 25.
139	Harvard College.....	100	3-4	18, 000	5, 000	500	.....	.....	600, 000	35, 000	20, 000	June 18.
140	Tufts College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 18.

* From Report of the Commissioner of Education for 1877.
^a Board and tuition.
^b In 1876.
^c \$2,500 from special gifts.
^d Funds for the support of 8 theological students.

^e For lowest class in preparatory department; free in all others.
^f Includes room rent and incidentals.
^g Includes incidental expenses.
^h Income from scholarship funds.
ⁱ \$31,420 of this from matriculation fees.

^j \$10,000 being appropriated for the board of 50 students.
^k For residents; \$50 for non-residents.
^l From a return for 1876.
^m For all departments of the university; the college funds alone being \$1,015,136.
ⁿ College receipts from all sources.

TABLE IX. — *Statistics of universities and colleges for 1872, &c. — Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
Williams College	\$90	\$3-6	18,630	2,000	360	10,000	\$200,000	\$299,000	\$18,000	\$18,000	.....	\$10,200	July 2.
College of the Holy Cross*	170	a6½	11,000	.....	.....	700	200,000	.....	33,000	33,000	.....	2,000	June 19.
Adrian College	15	0	2,400	100	500	800	137,000	80,000	6,000	.....	.....	.....	June 19.
Albion College	.....	2½	2,300	8,000	1,400	700	50,000	170,000	17,000	.....	.....	.....	June 19.
University of Michigan	b10	1.1-2½	26,000	0	1,000	3,200	450,000	0	38,500	c12,445	\$73,500	0	June 26.
Battle Creek College	18	2	1,000	0	1,000	200	80,000	0	.....	4,400	0	0	June 24.
Grand Traverse College	9	1-3	3,000	704	50	0	10,000	10,000	800	50	0	13,000	June.
Hillsdale College	3	1½-3	6,140	.....	100	0	100,000	100,000	8,000	.....	.....	.....	June.
Hope College	d12	2½-3	4,000	.....	.....	0	30,000	e68,500	.....	0	f3,600	36,000	June 25.
Kalamazoo College	18	2-4	3,100	.....	.....	1,000	100,000	53,000	3,700	1,750	0	15,000	June 18.
Olivet College	21-30	2-3	7,000	.....	200	1,000	111,450	96,448	5,938	1,444	.....	.....	June 19.
Augsburg Seminary, Greek department.	25	1	.....	.....	.....	.....	25,000	.....	.....	.....	.....	.....	May 7.
Macalester College ^g	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Minnesota	0	1½-3	13,000	.....	750	0	200,000	425,000	42,000	0	19,000	0	June 5.
Carleton College	18-24	2½	3,788	2,150	596	315	71,870	82,387	7,081	5,139	0	6,160	June 26.
St. John's College*	a180	2-3	2,816	1,850	1,810	1,000	50,000	0	0	.....	0	0	June 27.
Mississippi College	30-60	2-3½	2,000	500	100	1,500	50,000	40,000	1,560	3,200	.....	.....	June 26.
Shaw University	4½	2-3	600	.....	.....	.....	8,000	.....	.....	.....	.....	.....	May 28.
University of Mississippi	.....	1-5	5,000	.....	.....	1,500	300,000	.....	.....	.....	30,000	.....	June 26.
Alcorn University	0	1-2	.....	.....	.....	.....	43,000	.....	.....	.....	8,000	.....	June 26.
Jefferson College	20	1-3	2,000	.....	.....	.....	20,000	30,000	2,400	.....	.....	.....	June 30.
Christian University	40	1½-3	.....	.....	.....	.....	.....	.....	.....	.....	0	0	June.
St. Vincent's College*	.....	.....	5,000	.....	.....	.....	h375,000	.....	.....	.....	0	0	.....
University of the State of Missouri	163	3-5	11,925	12,364	0	.....	60,000	51,000	4,200	4,000	.....	30,000	June 5.
Central College	164	2-3½	1,200	300	100	.....	60,000	51,000	4,200	4,000	.....	.....	June 18.
Lewis College*	165	3½	3,500	500	.....	.....	8,000	8,000	640	1,500	.....	.....	June 5.
Pritchett School Institute	166	3½	.....	.....	.....	.....	75,000	90,000	7,250	2,200	0	(j)	June 12.

	20	21	300	100	2,500		275		June 12.
Lincoln College	20	21	300	100	2,500		275		June 12.
Woodland College	40	40	1,500		10,000				June 4.
La Grange College	170	3	3,500		20,000				May.
William Jewell College	40	3	3,500		65,000	4,000	3,000		June 12.
Baptist College*	172	4			12,000		3,000		June 7.
St. Joseph College	4-8	4	1,000	200	75,000	0	0	0	June 27.
College of the Christian Brothers	173	60	30,000		8,000	0	0	0	June 26.
St. Louis University*	174	60	16,700			0	0	0	June 26.
Washington University*	175	60	30,000		300,000	500,000	30,000	30,000	June 13.
Drury College	176	5-10	2,500	1,000	50,000	25,000	3,000	3,550	June 22-26.
Central Wesleyan College	177	45	5,000	200	50,000	25,000	3,000	0	June 12.
Doane College	22-36	23	2,300	200	0	23,000	900	0	June 19.
University of Nebraska	21	21	900	100	28,000	0	0	0	June 11.
Nebraska College*	0	24	2,300	250	150,000	0	5,000	0	June 25.
State University of Nevada	181	k250	500	400	200	40,000			June 27.
Dartmouth College*	182	0	54,835		30,000	(l)	m21,400	m100,000	June 25.
St. Benedict's College	183	90	1,000	80	100,000	25,000	5,765	65,000	June 18.
Burgess College	184	75	7,600	1,300	400,000	*313,667	57,000	0	June 24.
College of New Jersey	185	5-10	43,000	1,000	800,000	855,145	25,600	0	June 19.
Seton Hall College	186	75	3,500	400	192,000	0	5,400	0	June 18.
St. Bonaventure's College	a200, 350	5	2,250		237,000	0	0	0	June 24.
St. Stephen's College	188	6	1,500		100,000	7,000	17,340	0	June 19.
Wells College	189	71	3,000		144,327	0	0	0	June 18.
Brooklyn Collegiate and Polytechnic Institute	190	100							June.
St. Francis College*	191	60		0	60,000	0	9,500		June 26.
St. John's College*	192	5-7			150,000		6,000		June 24.
Canisius College	193	60	10,600		120,000	4,583	1,022	0	June 26.
St. Joseph's College	194	50	2,090	900	38,500	p18,000	p6,000	p50,000	June.
St. Lawrence University	195	30	8,527	80	p200,000	93,000	a24,000	0	June 19.
Hamilton College	196	33	12,000		150,000	270,448	5,200	0	June 26.
Elmira Female College	197	75	1,500		3,500	400,000	2,758	46,000	June 19.
St. John's College*	198	60	12,000	8,000	61,035	21,065	20,510	56,400	June 18.
Hobart College	199	23-3	11,000	12,000	212,820	1,263,999	80,000	0	June 26.
Madison University	200	39	38,300	490	*30,000	p172,000	p21,519	0	June.
Cornell University	201	75	*3,500	200	p228,000	4,763,021	97,787	7,000	June 11.
Ingham University	202	30	21,000		853,068			0	June.
College of St. Francis Xavier*	203	60	19,000		p328,000	p12,350	45,569	25,000	June.
College of the City of New York	204	0	19,273		689,256	18,018	12,000	0	June 25.
Columbia College	205	100	23,501		392,500	166,000	6,570	0	July 2.
St. Louis College	206	150-300	15,200	1,650					
University of the City of New York	207	0	73,601						
Vassar College	208	100	71						
University of Rochester	209	75	41						
University of Rochester	210	75	41						

a Board and tuition.
b To residents; \$25 to others.
c For literary department only.
d For incidentals.
e Also \$29,687 unproductive.
f From the board of education of the church.
g Suspended until new buildings are completed and enrollment increased.
h From a return for 1876.
i Total income of the university for two years ending December, 1878.
j Income from \$10,000 for indigent pupils.
k Board, tuition, and incidentals.
l Income from permanent funds.
m These statistics are for all departments.
n Income from permanent State fund.
o Income from the conducting of parish schools.
p In 1876.
q Income from permanent funds.
r City appropriation.

	23-31	14-52	23-31	4,000	500,000	14,000	4,000	1,800	July 24.
Mr. Union College	40	23-31	4,000	8,000	14,000	4,000	1,800	June 26.	
Franklin College	23-31	40	23-31	4,000	5,000	1,800	June 24.		
Muskingum College	24-30	21	100	4,000	120,000	8,887	4,000	June 10.	
Oberlin College	9	13-3	3,000	20,000	450,000	921	1,025	June 10.	
Rio Grande College	25-28	2-15	65	40,000	9,000	700	2,000	June 25.	
McCorle College	241	8,10	21	10,000	10,000	2,000	2,800	June 18.	
Scio College	243	46	12	200	40,000	7,000	2,800	June 27.	
Miami Valley College	244	21-31	100	75,000	120,000	4,800	0	June 26.	
Wittenberg College	245	30	1,000	30,000	60,000	1,500	0	June 5.	
Heidelberg College	246	21-26	4,000	40,000	70,000	4,400	0	May.	
Urban University	247	60	50	7,000	20,000	1,200	3,000	June 21.	
Oberlin University	248	30	50	20,000	24,000	400	0	June 20.	
Geneva College	249	24-27	4,500	20,000	6,000	8,520	0	June 19.	
Willoughby College	250	30	1,000	50	150,000	2,000	0	June 18.	
Wilfrid College	251	33	500	72,000	2,000	2,551	0	June 18.	
University of Wooster	252	30-43	100	800	*150,000	1,500	0	June 18.	
Wilberforce University	253	204	3,000	80,000	40,000	4,000	0	June 20.	
Antioch College	254	37-43	5,000	0	63,000	6,000	2,500	June 4.	
Corvallis College	255	18-43	0	0	30,000	4,000	0	June 20.	
University of Oregon	256	40	300	0	16,000	2,000	800	June 3.	
Pacific University and Tualatin Academy	257	45	30	30	30,000	1,600	1,200	June 11.	
McMinnville College	258	40	250	100	12,000	14,782	0	June 12.	
Christian College	259	30-40	200	60	30,000	20,000	4,238	June 26.	
Philomath College*	260	27	600	100	121,000	80,000	0	June 12.	
Willamette University*	261	62	2,000	1,500	75,000	28,000	4,544	June 12.	
Mahlenberg College	262	40-50	1,000	3,000	*30,000	1,200	0	June 25.	
Lebanon Valley College	263	40	1,222	75	42,500	13,118	0	June 25.	
St. Vincent's College	264	61	7,974	0	20,372	17,496	0	June 13.	
Dickinson College	265	61	16,000	365	4,600	6,058	0	June 26.	
Pennsylvania Military Academy*	266	61	4,000	100	12,500	3,961	2,657	June 25.	
Lafayette College	267	43-75	7,750	250	3,850	1,200	0	June 25.	
Ursinus College	268	40,48	4,000	100	8,000	7,000	0	June 19.	
Pennsylvania College	269	50	7,500	100	150,000	6,000	5,000	June 25.	
Thiel College	270	40	4,100	250	138,000	5,464	1,200	June 4.	
Haverford College	271	40	7,650	600	30,000	11,000	0	June 24.	
Monongahela College	272	42-55	7,170	250	250,000	17,040	0	June 24.	
Franklin and Marshall College	273	20-263	5,000	750	30,000	11,900	0	June 23.	
University at Lewisburg	274	36	5,750	2,500	60,000	5,000	0	June 10.	
Lincoln University	275	25	4,000	500	17,000	7,000	0	June 18.	
St. Francis College	276	41-75	12,000	3,000	25,000	5,000	0		
Allegheny College	277	43-50	200	50	25,000	7,000	0		
Marcellus College	278	40	3,000	200	85,000	5,000	0		
New Castle College	279	40	400	10	25,000	0	0		
Westminster College	280	0	3,050	200	80,000	7,000	0		
La Salle College	281	80	1,600	500	80,000	7,000	0		

* From report of the Commissioner of Education for 1877.
a Board and tuition.
b Income from farm products.
c Cost of buildings and school furniture.
d Annual income from the union of the funds of H-brew congregations.
e Free to residents; \$60 for non-residents.
f This is a public library, but is also the university library.
g Secured by will but not yet available.
h Includes board, tuition, and incidental expenses.
k Matriculation fee.

TABLE IX. — *Statistics of universities and colleges for 1878, &c. — Continued.*

Name.	Annual charge to each student for tuition.	Cost of board a week.	Libraries.				Property, income, &c.						Date of next commencement.
			College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
			Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
282 St. Joseph's College.....			5,000	600	200	400	\$180,000	\$0	\$0	\$0	\$0	\$0	August 16.
283 University of Pennsylvania*	\$150		18,000	1,500		1,500	*250,000	240,000	12,000	12,000			June 14.
284 Western University of Pennsylvania.	100	\$4	5,000		14								June 26.
285 Lehigh University.....	0	3½-5	14,600	1,153			600,000	1,900,000	76,000	0			June 19.
286 Swarthmore College.....	6250		3,000			500	500,000	75,000	4,000	675,000			June 17.
287 Augustinian College of Villanova.	6250		15,000	2,000	125		350,000						June.
288 Washington and Jefferson College.	12	2½	8,000				12,500	160,000	11,000				July 2.
289 Brown University.....	100	5-10	61,000	17,000			50,000	186,000	38,077	28,032	0	145,762	June 17.
290 College of Charleston.....	40		9,000		100		40,000	180,000	11,166	1,000	0	35,387	March.
291 Erskine College.....	20	2.7	600	300		4,700	40,000	80,000	5,000	0	0	0	July 2.
292 Furman University.....	0	3-3½	1,200	200		700	50,000	150,000	8,000	2,350	0	0	June 18.
293 Newberry College.....	30-50	3	5,000	500	493	600	25,000	5,000	350	2,350	0	0	June 26.
294 Claflin University and South Carolina Agricultural College and Mechanics' Institute.	3	1-2	980	680			50,000	611,500		6850	4,500		June 11.
295 Wolford College.....	66	2½-4	5,000					*40,000	*4,500				June 8-11.
296 Adger College.....	20	2½					5,000	30,000	2,100	2,000			June 26.
297 East Tennessee Wesleyan University.	12-18	1-2½	2,000			1,000	7,000						June 4.
298 Beech Grove College.....	24	2	125	13	0	0	6,000	0	0		0	0	June.
299 King College.....	40-50	2					10,000	18,000	1,000	1,600	0	0	June 11.
300 Southwestern Presbyterian University.	70	3½-4	2,500				75,000	100,000	6,000				June 4.
301 Hiwassee College.....	25-40	2½	(1,695)	175	1,200	500	15,000	0	0		0	0	May 22.
302 Southwestern Baptist University..	50-60	2½	2,000				50,000	42,000	2,040	4,800	0	0	July 3.

TABLE IX. — *Statistics of universities and colleges for 1878, &c. — Continued.*

Name.	Libraries.				Property, income, &c.							Date of next com- mencement.	
	Annual charge to each student for tuition.	Cost of board a week.	College library.			Number of volumes in society libraries.	Value of grounds, build- ings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.		Aggregate amount of scholarship funds.
			Number of volumes.	Number of pam- phlets.	Increase in the last in collegiate year in books.								
1	40	41	42	43	44	45	46	47	48	49	50	51	52
Racine College.....	\$400	.....	5,250	1,500	3,500	0	\$150,000	\$48,500	.....	\$52,427	\$0	\$30,000	June 26.
Ripon College.....	24	22	4,000	2,500	50	300	65,000	56,000	\$5,000	2,110	.....	500	June 25.
Northwestern University.....	324	23	(1,500)	.....	.....	.....	50,000	.....	.....	.....	.....	.....	August 27.
Georgetown College.....	60	6	30,000	.....	75	3,000	.....	.....	.....	8,000	0	.....	June 26.
Columbian University.....	60	4	5,000	.....	.....	1,500	520,000	110,000	.....	.....	0	18,240	June 11.
Howard University.....	12	13-24	7,000	.....	100	.....	250,000	130,000	8,500	.....	.....	0	May 29.
National Deaf-Mute College.....	\$150	.....	2,000	.....	.....	200	(b)	0	0	(b)	(b)	0	June 18.
University of Deseret.....	40	4	2,717	.....	.....	.....	.....	.....	.....	3,070	3,000	.....	May 31.
University of Washington Terri- tory.....	13, 27	34	243	64	62	.....	100,000	5,000	500	2,000	\$1,000	.....	June 13.
Holy Angels' College.....	20	4	900	370	.....	.....	.....	.....	.....	.....	.....	.....	.....

^a Board and tuition.^b See Columbia Institution for the Deaf and Dumb, Table XVIII.^c Territorial appropriation.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
La Grange College	La Grange, Ala.	Not found.
Illinois Agricultural College	Irvington, Ill.	Suspended.
Swedish-American Ansgari College..	Knoxville, Ill.	Reorganized as Swedish Theological Seminary; see Table XI.
Smithson College	Logansport, Ind.	Closed.
Thayer College	Kidder, Mo.	Suspended.
One Study University	Scio, Ohio	Name changed to Scio College.
Austin College	Huntsville Tex.	Removed to Sherman.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
Christian College of the State of California.	Santa Rosa, Cal.	Martin Luther College.....	Buffalo, N. Y.
College of Our Lady of Guadalupe.	Santa Ynez, Cal.	Manhattan College	New York, N. Y.
Bowdon College	Bowdon, Ga.	Rutgers Female College	New York, N. Y.
St. Bonaventure's College ...	Terre Haute, Ind.	Weaverville College	Weaverville, N. C.
Murray Male and Female Institute.	Murray, Ky.	Richmond College	Richmond, Ohio.
Central University	Richmond, Ky.	Xenia College	Xenia, Ohio.
College of the Immaculate Conception.	New Orleans, La.	Palatinate College	Myerstown, Pa.
Rock Hill College.....	Ellicott City, Md.	Waynesburg College	Waynesburg, Pa.
Mt. St. Mary's College.....	Emmitsburg, Md.	University of South Carolina.	Columbia, S. C.
Westminster College	Fulton, Mo.	Bradyville College	Bradyville, Tenn.
Creighton College	Omaha, Nebr.	University of St. Mary	Galveston, Tex.
Alfred University	Alfred, N. Y.	St. John's College	Prairie du Chien, Wis.
		Pio Nono College and Teachers' Seminary.	St. Francis Station, Wis.
		Gonzaga College.....	Washington, D. C.

		Lexington, Ky			J. K. Patterson, A. M., Ph. D.	12	all		
14	Agricultural and Mechanical College of Kentucky		1853						
15	Louisiana State University and Agricultural and Mechanical College	Baton Rouge, La	1874		D. F. Boyd	f4	f122		
16	Maine State College of Agriculture and the Mechanic Arts	Orono, Me	1868		M. C. Fernald, A. M.	0	0	0	13
17	United States Naval Academy	Annapolis, Md	0	1845	Commodore Foxhall A. Parker, U. S. N. (superintendent)	0	0	0	64
18	United States Agricultural College	College Station, Md	1856	1859	William H. Parker	3	16	0	7
19	Massachusetts Agricultural College	Amherst, Mass	1862	1867	William Smith Clark, Ph. D., LL. D.	9	2	124	88
20	Massachusetts Institute of Technology	Boston, Mass	1861	1865	William B. Rogers, LL. D.	0	0	0	37
21	Michigan State Agricultural College	Lansing, Mich	1855	1857	Theophilus C. Abbott, LL. D.	0	0	0	8
22	Colleges of Agriculture and of Mechanic Arts (University of Minnesota)	Minneapolis, Minn	1868	1867	William W. Folwell, A. M.	0	0	0	0
23	Agricultural and Mechanical department of Alcorn University	Rodney, Miss	1871	1872	Rev. H. R. Revels, D. D.	5	121	0	3
24	State Agricultural and Mechanical School	Starkville, Miss							
25	Missouri Agricultural and Mechanical College (University of Missouri)	Columbia, Mo	1870	1870	S. S. Laws, A. M., M. D., LL. D., (president), G. C. Swallow, M. D., LL. D. (dean)	4		9	2
26	Missouri School of Mines and Metallurgy (University of Missouri)	Rolla, Mo	1870	1871	S. S. Laws, A. M., M. D., LL. D., (president), C. E. Wall, C. E., M. E. (director)	2	33	27	3
27	The Industrial College of the University of Nebraska	Lincoln, Nebr	1871	1871	Rev. Edmund B. Fairfield, S. T. D., LL. D.	5		4	2
28	University of Agriculture (University of Nevada)	Elko, Nev		1874	T. N. Stone	(i)	(i)		
29	New Hampshire College of Agriculture and the Mechanic Arts (Dartmouth College)	Hanover, N. H	1866	1866	Rev. Samuel C. Bartlett, D. D.	8		10	
30	Rutgers Scientific School (Rutgers College)	New Brunswick, N. J.		1865	Rev. W. H. Campbell, D. D., LL. D.	0	0	0	11
31	Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c. (Cornell University)	Ithaca, N. Y	1865	1868	Andrew D. White, LL. D.	0	0	0	39
32	United States Military Academy	West Point, N. Y	1802	1802	Maj. Gen. John M. Schofield, U. S. A., (superintendent)	0	0	0	45
33	Agricultural and Mechanical College (University of North Carolina)	Chapel Hill, N. C	1789	1795	Hon. Kemp P. Battle, LL. D.				

h Not yet organized.

Only department organ

ported in Table IX.

Number of cadets.

THE UNIVERSITY OF CHICAGO PRESS

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant for 1878, &c.—Cont'd.

Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.		Students.		Corps of instruction.		Scientific department.										
					Instructors.	Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.		First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
										Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
34 Ohio State University.....	Columbus, Ohio.....	1870	1873	Edward Orton, Ph. D.....	...	123	10	12	0	43	5	1	9	0	9	1	18	...	...	...
35 State Agricultural College.....	Corvallis, Oreg.....	1872	1872	B. L. Arnold, A. M.....	1	50	30	4	...	100	...	...	...	...	...	...	...	...	...	...
36 Pennsylvania State College.....	State College, Pa.....	1854	1859	Rev. James Calder, D. D.....	4	57	16	12	...	64	23	6	17	1	9	1	7	...	...	...
37 Agricultural and scientific department (Brown University).	Providence, R. I.....	...	1869	Rev. E. G. Robinson, D. D., LL. D.	0	0	0	...	...	624	...	...	...	...	...	...	...	...	...	...
38 Claflin University and South Carolina Agricultural College and Mechanics' Institute.	Orangeburg, S. C.....	1869	1870	Rev. Edward Cooke, A. M., D. D.	64	6142	698	64	0	612	...	...	...	...	...	...	...	...	...	...
39 Tennessee Agricultural College (East Tennessee University).	Knoxville, Tenn.....	1807	1869	Rev. Thomas W. Humes, S. T. D.	(a)	(a)	...	(a)	...	(a)	...	...	...	...	...	...	...	...	(a)	(a)
40 State Agricultural and Mechanical College.	College Station, Tex.....	1871	1876	Thomas S. Gathright, A. M.....	75	...	...	...	...	248	124	62	...	50	12	...	...	...	200	27
41 University of Vermont and State Agricultural College.	Burlington, Vt.....	1865	1865	Rev. M. H. Buckham, D. D.....	0	0	0	9	1	11	4	0	3	0	3	0	1	0	2	0	
42 Virginia Agricultural and Mechanical College.	Blacksburg, Va.....	1872	1872	Charles L. C. Minor, M. A., LL. D.	1	24	0	8	0	162	...	...	...	...	...	...	...	...	0	0
43 Hampton Normal and Agricultural Institute.	Hampton, Va.....	1870	1868	S. C. Armstrong (principal)...	3	54	32	21	0	245	54	45	54	30	39	23	...	...	0	1
44 Agricultural department of West Virginia University.	Morgantown, W. Va.....	1866	1867	Rev. John R. Thompson, A. M.	63	685	...	611	67	614	...	...	...	...	...	...	...	...	...	...
45 Departments of Civil Engineering, Mining, and Metallurgy (University of Wisconsin).	Madison, Wis.....	1838	1850	Rev. George M. Steele, D. D.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

a Reported with classical department (see Table IX).

b Also reported in Table IX.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant for 1878, &c.—Cont'd.

Name.	Libraries.				Property, income, &c.					Date of next commencement.					
	Number of State scholarships.	Number of other free scholars.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	General library.			Value of grounds, buildings, and apparatus.		Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
						Number of volumes.	No. of pamphlets.	Increase in the last school year in books.							Number of volumes in society libraries.
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1 State Agricultural and Mechanical College.....															
2 Arkansas Industrial University.....	100		4	39	\$0	1,000	250	.....	2,500	\$100,000	\$253,500	\$20,280	\$0	\$0	June 25.
3 Colleges of Agriculture, Mechanics, Mining, Engineering, Chemistry (University of California), Colorado.....	0	0	4	42	0	500	(c)	200	(c)	*170,000	*130,000	*10,400	0	65,000	June 12.
4 Sheffield Scientific School of Yale College.....				40	70	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	20,000	June 4.
5 Agricultural Department of Delaware College.....	27		3	37	159	65,000	(c)	(c)	(c)	(c)	4284,074	(c)	(c)	.....	June 26.
6 State Agricultural College.....			3	40	00	(c)	(c)	(c)	(c)	(c)	(c)	(c)	(c)	.....	June 18.
7 Georgia State College of Agriculture and Mechanic Arts (University of Georgia), North Georgia Agricultural College (University of Georgia),.....	*250	*20	4	49	40	(c)	(c)	(c)	(c)	*40,000	*243,000	*17,010	.....	*10,000	August 6.
8 Illinois Industrial University.....	0	0	4	36	0	(h)	(h)	50	25	50,000	4,000	43,500	.....	.....	July.
9 Purdue University.....			4	38	14	11,670	2,500	621	0	400,000	318,000	26,490	0	31,862	June 11.
10 Iowa State Agricultural College.....			4	38	0	2,000	1,000	.....	.....	300,900	337,000	15,850	1,439	6,500	June.
11 Kansas State Agricultural College.....		0	4	36	0	(6,000)	(6,000)	.....	.....	300,000	500,000	40,000	0	73,972	Nov. 13.
12 Kansas State Agricultural College of Kentucky ^b			4	37	0	2,500	500	40	350	95,263	228,637	16,465	0	5,800	May 21.
13 Agricultural and Mechanical College of Kentucky ^c			4		15					*150,000	*165,000	*9,900	*1,500	.....	June 11.

^f Children of ministers have free scholarships.

^g \$1 a month.

^h Destroyed by fire, together with the college building, December 20, 1878.

ⁱ Given annually by the university board to this department from proceeds of national agricultural fund.

^j For two years.

^k Detached from its connection with Kentucky University.

* From Report of the Commissioner of Education for 1877.

^a \$10,400 are reported in 1878 as coming from county and city appropriations; this probably corresponds with the item reported "income from productive funds" in the preceding year.

^b To residents of California; \$50 to others.

^c Reported with classical department (see Table IX).

^d In 1877.

^e Not yet organized; steps were taken this year towards the removal of the institution from its present location.

TABLE X.—PART 1.—Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant for 1878, &c.—Cont'd.

Name.	Number of State scholarships.	Number of other free scholars.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
						General library.				Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
						Number of volumes.	No. of pamphlets.	Increase in the last school year in books.	Number of volumes in society libraries.						
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
15 Louisiana State University and Agricultural and Mechanical College.				36	\$0	\$14,000					\$278,400	\$19,488			July 4.
16 Maine State College of Agriculture and the Mechanic Arts.			4	36	0	3,783	674	131		\$740,000	131,500	8,200	\$24	\$6,500	June 25.
17 United States Naval Academy.	0	0	4	34	0	20,186	788	939		1,286,490	0	0	0	0	June 10.
18 Maryland Agricultural College.			4	40	60				1,500	100,000	250,000	6,990	12,000	6,000	June 24.
19 Massachusetts Agricultural College.	0	0	4	39	75	1,500				250,000	250,000	13,600	5,000	1,300	June 25.
20 Massachusetts Institute of Technology.	0	5	4	36	200				6	300,000	133,000	9,717	43,302	6,706	May 29.
21 Michigan State Agricultural College.	0	0	4	36	0	4,350	600	403		267,618	130,755	416,416	0	12,337	Nov. 18.
22 Colleges of Agriculture and of Mechanic Arts (University of Minnesota).	0	0	4	38	0	(e)	(e)	(e)	(e)	(e)	(e)	(e)	0	(e)	June 6.
23 Agricultural and mechanical department of Alcorn University.	0	0	4	41	0				0	(e)			(e)		June 20.
24 State Agricultural and Mechanical School of Missouri.	0	0	5	40	20	(e)	(e)	(e)	(e)	107,000	5,000	93,300	500	0	June 9.
25 Missouri Agricultural and Mechanical College (University of Missouri).			3	40	20	1,500				50,000		1,000	1,480	7,500	June 12.
26 Missouri School of Mines and Metallurgy (University of Missouri).			1, 2, 4	37	0	250				120,000					June 11.
27 The Industrial College of the University of Nebraska.	12		3	30	30	1,435				1120,000	(i)	14,800		7900	May.
28 College of Agriculture (University of Nevada).	40	0	4	36	70	(e)	(e)		(e)	(e)	(e)	(e)	500	26,900	June 19.
29 New Hampshire College of Agriculture and the Mechanic Arts (Dartmouth College).	(i)	0	4	37	75	10,000	1,500	100		(e)	(e)	(e)	(e)	(e)	June 12.
30 Rutgers Scientific School (Rutgers College).			4			27,127	1,200	400		1,250,000				22,292,186	June 12.
31 Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c. (Cornell University).			4												
32 United States Military Academy.															

22	Pardee Scientific Department of Lafayette College.....	0	4	39	45, 75	(g)	(g)	(g)	(g)	(g)	(g)	July 2.
23	Franklin Institute.....	.....	.....	.....	710	.....	.....	.....	.....	.....	.....	0
24	Polytechnic College of the State of Pennsylvania.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 14.
25	Towne Scientific School, University of Pennsylvania.....	0	4	41	150	(g)	.....	.....	.....	.....	.....	0
26	Wagner Free Institute of Science.....	.....	.....	25	0	(18, 000)	.....	.....	.....	.....	.....	0
27	Scientific Department of Villanova College ^a.....	.....	.....	40	300	.....	.....	.....	.....	.....	.....	0
28	Agricultural and Mechanical College for Colored Youth.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 27.
29	Norwich University ^l.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
30	School of Civil and Mining Engineering (Washington and Lee University).....	.....	.....	38	85	(g)	(g)	(g)	(g)	(g)	(g)	June 25.
31	Virginia Military Institute.....	.....	.....	40	100	.....	.....	.....	.....	.....	.....	July 3.
32	New Market Polytechnic Institute.....	0	0	3	45	530	151	.....	.....	.....	.....	.....
33	Scientific Department, University of Virginia.....	.....	m11	38	75, 100	(g)	.....	.....	.....	.....	.....	July 3.

* From Report of the Commissioner of Education for 1877.

^aNot yet fully organized.

^bTo residents of the State.

^cIncludes assaying fees.

^dThe place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

^eA department for elective graduate study only.

^fTo residents of Worcester County; \$100 to others.

^gReported with classical department (see Table IX).

^hIncluding room rent.

ⁱAll instruction is for the present suspended.

^jIn drawing school.

^kIncludes value of museum and library.

^lFrom the catalogue this institution appears to be a scientific and military school bearing the name of university; its statistics were reported in Table IX.

^mFor all departments; all students from Virginia over eighteen years of age are admitted free of tuition.

TABLE X.—*Memoranda.*

Name.	Location.	Remarks.
PART 1.		
School of Agriculture and Mechanic Arts (University of Mississippi).....	Oxford, Miss.....	This department abolished; its place to be supplied by the State Agricultural and Mechanical School, Starkville.
Ohio Agricultural and Mechanical College.....	Columbus, Ohio.....	Name changed to Ohio State University.
PART 2.		
Mining Institute.....	Colorado Springs, Colo.....	No information received.
Scientific Department of Willamette University.....	Salem, Ore.....	No information received.

TABLE XI.—Statistics of schools of theology for 1878; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	
	1	2	3	4	5	6	7	8	9	
1	Theological department of Talladega College*	Talladega, Ala.	1870	1870	Congregational	Rev. Edward P. Lord, A. M.	2	6	—	c2
2	Pacific Theological Seminary	Oakland, Cal.	1868	1869	Congregational	Rev. J. A. Kenton, D. D. (acting).	2	—	—	—
3	San Francisco Theological Seminary	San Francisco, Cal.	1872	1871	Presbyterian	Rev. W. A. Scott, D. D., LL. D.	4	10	—	4
4	Theological Institute of Connecticut	Hartford, Conn.	1853	1853	Congregational	Rev. William Thompson, D. D.	6	1	—	—
5	Berkeley Divinity School	Middletown, Conn.	1854	1854	Prot. Episcopal	Rt. Rev. J. Williams, D. D., LL. D.	7	5	—	5
6	Yale Divinity School	New Haven, Conn.	1701	1822	Congregational	Rev. Noah Porter, D. D., LL. D.	7	5	—	5
7	Angusta Institute	Augusta, Ga.	0	1870	Baptist	Rev. Joseph T. Robert, LL. D.	3	0	—	0
8	Theological department of Mercer University.	Macon, Ga.	—	—	Baptist	Rev. Archibald J. Battle, D. D.	1	—	—	—
9	Theological department of Illinois Wesleyan University.	Bloomington, Ill.	1850	1875	Methodist	Rev. W. H. Adams, D. D.	—	—	—	—
10	Theological department of Blackburn University*	Carlinville, Ill.	1857	1859	Presbyterian	Rev. E. L. Hurd, D. D.	4	—	—	—
11	Baptist Union Theological Seminary	Chicago, Ill. (Morgan Park)	1857	1867	Baptist	Rev. George W. Northrup, D. D.	6	—	—	—
12	Chicago Theological Seminary	Chicago, Ill. (corner Ashland and Warren avcs.)	1855	1858	Congregational	Rev. G. S. F. Savage, D. D. (secretary)	6	0	—	5
13	Presbyterian Theological Seminary of the Northwest.	Chicago, Ill. (1060 N. Halstead street).	1857	1859	Presbyterian	Rev. John M. Tavis (secretary)	5	0	—	4
14	Bible department of Eureka College.	Eureka, Ill.	1855	1864	Christian	H. W. Everett, A. M.	1	0	—	0
15	Garrett Biblical Institute.	Evansston, Ill.	1855	1856	Meth. Episcopal	Rev. Henry Bamister, D. D.	5	4	—	4
16	Swedish Theological Seminary	Knoxville, Ill.	1855	—	Ev. Lutheran	K. Grison	—	—	—	—
17	Theological department of Lincoln University	Lincoln, Ill.	1865	1874	Cumb. Presb.	Rev. A. J. McElmurray, D. D.	3	—	—	—
18	Warburg Seminary*	Mendota, Ill.	1875	1853	Ev. Lutheran	Rev. Prof. Sigm. Fritschel	—	—	—	—
19	Julilee College ^b	Robinson's Nest, Ill.	1847	1840	Prot. Episcopal	Rt. Rev. Alex. Burgess	2	—	—	1
20	Augustana Theological Seminary	Rock Island, Ill.	1865	1863	Ev. Lutheran	Rev. I. N. Hasselquist, D. D.	3	—	—	2
21	Concordia College	Springfield, Ill.	1852	1827	Baptist	Prof. A. Cramer	3	—	—	—
22	Theological department of Shurtleff College.	Upper Alton, Ill.	—	—	Meth. Episcopal	Rev. A. A. Kendrick, D. D.	—	—	—	—
23	Biblical course in Indiana Asbury University	Greencastle, Ind.	0	1860	Roman Catholic	Rev. Alexander Martin, D. D., LL. D.	3	0	—	0
24	St. Meinrad's Seminary	St. Meinrad, Ind.	—	—	Prot. Episcopal	Rt. Rev. William Stevens Perry, D. D., LL. D. (ex officio).	3	3	—	3
25	Theological department, Griswold College	Davenport, Iowa.	1859	1860	Presbyterian	Rev. Jacob Conzett (senior professor)	3	1	—	—
26	German Presbyterian Theological School of the Northwest.*	Dubuque, Iowa.	1871	1856	Presbyterian	—	—	—	—	—

27	Bible department of <i>Oskaloosa College</i>	Oskaloosa, Iowa.....	1857	1873	Christian.....	Geo. T. Carpenter, A. M.....	2	1	1
28	Kansas Theological School.....	Topeta, Kans.....	1872	1877	Prot. Episcopal.....	Rt. Rev. Thomas H. Vall, D. D., LL. D.....	1	0	4
29	Danville Theological Seminary*.....	Danville, Ky.....	1854	1853	Presbyterian.....	Rev. Stephen Yerkes, D. D. (senior professor).....	4	0	0
30	Western Baptist Theological Institute c.....	Georgetown, Ky.....	1840	1841	Baptist.....	Rev. B. Manly, Jr., D. D.....	3	0	0
31	College of the Bible.....	Lexington, Ky.....	1877	1877	Christian.....	Robert Graham, A. M.....	3	0	0
32	Southern Baptist Theological Seminary.....	Louisville, Ky.....	1876	1859	Baptist.....	Rev. James P. Boyce, D. D., LL. D.....	4	1	1
33	Theological Seminary of the Protestant Episcopal Church in the diocese of Kentucky*.....	Louisville, Ky.....	1855	1854	Prot. Episcopal.....	Rev. Louis P. Tschiffely (librarian).....	4	1	1
34	School of Theology in Bethel College.....	Russellville, Ky.....	1867	1860	Baptist.....	Leslie Waggener, LL. D.....	1	0	0
35	Theological department, New Orleans University.....	New Orleans, La. (183 Race street).....	1873	1865	Meth. Episcopal.....	Rev. J. S. Bean, A. M. (president of university).....	1	0	0
36	Theological department, Straight University.....	New Orleans, La.....	1873	1865	Meth. Episcopal.....	Rev. W. S. Alexander, A. M.....	1	0	0
37	Bangor Theological Seminary.....	Bangor, Me.....	1814	1823	Congregational.....	Rev. Enoch Pond, D. D.....	5	0	4
38	Bates College Theological School.....	Lewiston, Me.....	1871	1871	Congregational.....	Rev. Oren B. Cheney, D. D.....	5	0	1
39	Centenary Biblical Institute.....	Baltimore, Md. (44 Saratoga street).....	1867	1872	Meth. Episcopal.....	Rev. J. Emory Round, A. M.....	3	3	0
40	St. Mary's Seminary of St. Sulphice.....	Baltimore, Md.....	1860	1869	Roman Catholic.....	Very Rev. A. Magnien, S. S. S.....	6	0	0
41	Scholasticate of the Congregation of the Most Holy Redeemer (Mt. St. Clement).....	Dchester, Md.....	1867	1868	Roman Catholic.....	Rev. George Ruland.....	d11	0	0
42	Woodstock College.....	Woodstock, Md.....	1867	1869	Roman Catholic.....	Rev. James Perron, S. J.....	9	0	0
43	Andover Theological Seminary.....	Andover, Mass.....	1807	1808	Congregational.....	Rev. E. C. Smyth (president of faculty).....	9	4	8
44	Boston University School of Theology*.....	Boston, Mass.....	1871	1871	Meth. Episcopal.....	Rev. William F. Warren, S. T. D., LL. B.; Rev. James E. Latimer, S. T. D. (dean).....	12	3	5
45	Divinity School of Harvard University*.....	Cambridge, Mass.....	1650	1816	No tests.....	Rev. Oliver Stearns, D. D. (dean).....	7	0	5
46	Episcopal Theological School.....	Cambridge, Mass.....	1867	1867	Prot. Episcopal.....	Rev. Geo. Zabriske Gray, D. D. (dean).....	5	1	0
47	Tufts College Divinity School.....	College Hill, Mass.....	1852	1869	Universalist.....	Rev. Elmer H. Capen (president of college); Rev. Thomas J. Sawyer, D. D. (dean).....	4	2	0
48	Newton Theological Institution.....	Newton Centre, Mass.....	1826	1825	Baptist.....	Rev. Alvah Hovey, D. D.....	5	1	0
49	New Church Theological School.....	Waltham, Mass.....	0	1866	New Church.....	Rev. Samuel F. Dike, D. D.....	3	5	0
50	Theological department of Hillsdale College.....	Hillsdale, Mich.....	1852	1854	Free Will Bapt.....	Rev. De Witt Clinton Durgin, D. D.....	2	2	21
51	Theological department of Hope College f.....	Holland, Mich.....	1866	1869	Reformed Dutch.....	Rev. Cornelius E. Crispell, D. D.....	3	0	0
52	Seabury Divinity School.....	Faribault, Minn.....	1860	1860	Prot. Episcopal.....	Rt. Rev. Henry B. Whipple, D. D.....	3	0	0
53	Angsburg Seminary.....	Minneapolis, Minn.....	1874	1869	Lutheran.....	Prof. Georg Sverdrup.....	3	0	0
54	St. John's Seminary*.....	St. Joseph, Minn.....	1857	1857	Roman Catholic.....	Rt. Rev. Alexis Edelbrock, O. S. B.....	4	0	0
55	Bishop Green Associate Mission and Training School.....	Dry Grove, Miss.....	1857	1869	Prot. Episcopal.....	Rev. William K. Douglas, S. T. D., LL. D.....	2	1	0
56	St. Vincent's College and Theological Seminary*.....	Cape Girardeau, Mo.....	1843	1844	Roman Catholic.....	Rev. John W. Hickey, C. M.....	2	2	0
57	Jeremiah Vardeman School of Theology in William Jewell College.....	Liberty, Mo.....	1849	1868	Baptist.....	Rev. W. R. Rothwell, D. D.....	3	0	1
58	Concordia College (Seminary).....	St. Louis, Mo.....	1853	1859	Ev. Lutheran.....	Rev. C. F. W. Walther, D. D.....	6	0	0
59	Divinity School of Nebraska College*.....	Nebraska City, Nebr.....	1863	1866	Prot. Episcopal.....	Rev. H. C. Shaw.....	1	2	0
60	German Theological School of Newark.....	Bloomfield, N. J.....	1871	1869	Presbyterian.....	Rev. Charles E. Knox.....	5	0	0
61	Drew Theological Seminary.....	Madison, N. J.....	1867	1867	Meth. Episcopal.....	Rev. John T. Hurst, D. D.....	5	8	5
62	Theological Seminary of the Reformed (Dutch) Church in America.....	New Brunswick, N. J.....	1785	1785	Reformed Dutch.....	Rev. David D. Demarest, D. D. (secretary of the faculty).....	4	1	4
63	Theological Seminary of the Presbyterian Church.....	Princeton, N. J.....	1822	1812	Church in Amer. Presbyterian.....	Rev. W. Henry Green, D. D., LL. D. (clerk of faculty).....	8	1	0

* From Report of the Commissioner of Education for 1877.

c Partially endowed.

f Includes instructors in preparatory institute.

g Also 1 in part.

h Suspended in 1877.

b This institution has been closed for some years.

c Temporarily suspended.

TABLE XI.—*Statistics of schools of theology for 1878, &c.—Continued.*

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
1	2	3	4	5	6	7	8	9	10
64	Auburn Theological Seminary	Auburn, N. Y.	1830	1821	Presbyterian	Prof. E. A. Huntington (librarian)	5	0	5
65	Brooklyn Lay College and Biblical Institute	Brooklyn, N. Y.	1872	1878	Non-sectarian	Rev. Edward P. Ingersoll, D. D.	9	0	0
66	St. Lawrence University (theological department)	Canton, N. Y.	1856	1857	Universalist	Rev. E. Fisher, D. D.	3	1	3
67	De Lancey Divinity School	Geneva, N. Y.	1861	1861	Prot. Episcopal	Rev. James Rankine, D. D.	1	0	1
68	Hamilton Theological Seminary	Hamilton, N. Y.	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D. (senior professor)	5	1	—
69	Hartwick Seminary (theological department)	Hartwick Seminary, N. Y.	1816	1815	Lutheran	Rev. James Pitcher, A. M. (senior professor)	2	1	—
70	Newburgh Theological Seminary	Newburgh, N. Y.	1826	1805	United Presby.	J. G. D. Findley (librarian)	—	—	—
71	General Theological Seminary of the Protestant Episcopal Church	New York, N. Y. (Twentieth st. and Ninth ave.)	1822	1817	Prot. Episcopal	Rt. Rev. George F. Seymour, D. D., LL. D.	7	5	2
72	Union Theological Seminary	New York, N. Y. (9 University Place)	1839	1836	Presbyterian	Rev. William Adams, D. D., LL. D.	7	3	6
73	Rochester Theological Seminary	Rochester, N. Y.	1850	1850	Baptist	Rev. Augustus H. Strong, D. D.	7	—	5
74	Seminary of Our Lady of Angels	Suspension Bridge, N. Y.	1863	1856	Roman Catholic	Very Rev. Patrick V. Kavanagh, C. M.	4	0	0
75	St. Joseph's Provincial Seminary	Troy, N. Y.	1867	1864	Roman Catholic	Very Rev. Henry Gabriels, S. T. L.	7	—	—
76	Theological department of Biddle University*	Charlotte, N. C.	1867	1867	Presbyterian	Rev. Stephen Mattson, D. D.	2	—	—
77	Theological department of Shaw University*	Raleigh, N. C.	1877	1866	Baptist	Rev. H. M. Tupper, A. M.	2	—	—
78	Theological department of Trinity College*	Trinity, N. C.	1852	1866	Meth. Epis. So.	Rev. B. Craven, D. D., LL. D.	4	0	0
79	Theological department of German Wallace College	Berea, Ohio	1864	1864	Roman Catholic	Rev. William Nast, D. D.	1	0	0
80	St. Charles Borromeo Theological Seminary	Carthage, Ohio	1861	1864	Roman Catholic	Very Rev. Henry Drees, C. P. S.	8	—	—
81	Lane Theological Seminary*	Cincinnati, Ohio	1829	1832	Presbyterian	Rev. Z. M. Humphrey, D. D. (chairman of faculty)	6	0	5
82	Mt. St. Mary's Seminary	Cincinnati, Ohio	0	1849	Roman Catholic	Very Rev. F. J. Pabisch, D. D., LL. D.	5	0	0
83	St. Mary's Theological Seminary	Cleveland, Ohio	—	1849	Roman Catholic	Rev. N. A. Moes	3	—	—
84	German Lutheran Seminary	Columbus, Ohio	1830	1830	Lutheran	Wm. F. Lehmann	3	—	—
85	Union Biblical Seminary	Dayton, Ohio	1873	1871	United Brethren	Rev. Lewis Davis, D. D. (senior professor)	3	—	—
86	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.*	Gambier, Ohio	1824	1825	Prot. Episcopal	Rt. Rev. G. T. Bedell, D. D.	3	2	4
87	Theological Seminary (Oberlin College)	Oberlin, Ohio	1834	1835	Congregational	Rev. James H. Fairchild, D. D.	8	4	—

88	Theological department of Wittenberg College.	Springfield, Ohio	1845	Ev. Lutheran	Rev. Samuel Sprecher, D. D., LL. D.	2	0	0
89	Heidelberg Theological Seminary	Min. Ohio	1806	Reformed	Rev. J. H. Good, D. D.	3	0	2
90	Christliche Bildungs-Anstalt der Mennoniten b.	Wadsworth, Ohio	1807	Mennonite	Rev. Carl J. van der Smitten	4	.....	.....
91	Theological Seminary of Wilberforce University	Xenia, Ohio	1803	At. Meth. Epis.	Rev. Benjamin F. Lee, D. D.	5	0	0
92	United Presbyterian Theological Seminary of Xenia.	Xenia, Ohio	1817	United Presb.	Rev. William Bruce, D. D.	5	0	0
93	Theological Seminary of the United Presbyterian Church.*	Allegheny City, Pa.	1830	United Presb.	Rev. A. D. Clark, D. D.	4	.....	.....
94	Western Theological Seminary of the Presbyterian Church.*	Allegheny City, Pa.	1825	Presbyterian	Rev. Samuel J. Wilson, D. D., LL. D. (senior professor).	5	2	5
95	Theological course in St. Vincent's College.	Beatty's P. O., Pa	.....	Roman Catholic.	Rt. Rev. Boniface Wimmer, O. S. B.	.....	.....	.....
96	Moravian Theological Seminary.	Bethlehem, Pa.	1803	Moravian	Rt. Rev. Edmund de Schweinfz, s. T. D.	1	3	.....
97	Theological department of Ursinus College* Freeland, Pa. (Collegeville P. O.).	Freeland, Pa. (Collegeville P. O.).	1869	Reformed.	Rev. J. H. A. Bomberger, D. D.	3	.....	.....
98	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	Gettysburg, Pa.	1826	Lutheran	Rev. J. A. Brown, D. D.	3	3	3
99	Theological Seminary of the Reformed Church in the United States.*	Lancaster, Pa.	1831	Reformed.	Rev. E. V. Gerhart, D. D.	3	.....	3
100	Theological department of Lincoln University.*	Lincoln University, Pa.	1871	Presbyterian	Rev. I. N. Kendall, D. D.	4	1	4
101	Meadville Theological School	Meadville, Pa.	1846	Unitarian	Rev. Abiel Abbot Livermore, A. M.	4	2	0
102	Philadelphia Theological Seminary of St. Charles Borromeo.	Overbrook, Pa.	1838	Roman Catholic	Very Rev. Charles P. O'Connor, D. D.	8	.....	.....
103	Divinity School of the Protestant Episcopal Church.*	Philadelphia, Pa.	1862	Prot. Episcopal	Rev. Daniel R. Goodwin, D. D., LL. D. (dean).	5	2	c3
104	St. Vincent's Seminary	Philadelphia, Pa. (German-town).	0	Roman Catholic	.....	.....	.....	.....
105	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	Philadelphia, Pa. (218 Franklin street).	.....	Lutheran	Rev. Charles F. Schaeffer, D. D. (president of faculty).	.....	.....	5
106	St. Michael's Seminary	Pittsburgh, Pa.	1862	Roman Catholic	.....	.....	.....	.....
107	Missionary Institute	Schmidsburg, Pa.	1858	Ev. Lutheran	Rev. Henry G. Weston, D. D.	5	.....	.....
108	Crozer Theological Seminary	Upland, Pa.	1867	Baptist	Very Rev. Paeclusius A. Neno, D. D., O. S. A. (principal).	6	0	0
109	Augustinian Monastery of St. Thomas of Villanova.	Villanova, Pa.	1848	Roman Catholic.	.....	.....	.....	.....
110	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	Columbia, S. C.	1822	Presbyterian	Rev. George Howe, D. D., LL. D. (chairman of faculty).	4	.....	.....
111	Baker Theological Institute	Orangeburg, S. C.	.....	Non-sectarian.	.....	.....	.....	.....
112	Theological School of Cumberland University	Lebanon, Tenn.	1842	Cumb. Presb.	Rev. Richard Beard, D. D. (senior professor).	3	3	1
113	Theological course in Fisk University	Nashville, Tenn.	1867	Congregational	Rev. E. M. Cravath, A. M.	2	.....	.....
114	Theological department of Central Tennessee College.	Nashville, Tenn.	1866	Meth. Episcopal	Rev. J. Braden, A. M., D. D.	2	2	.....
115	Theological department of Vanderbilt University*	Nashville, Tenn.	1873	Meth. Epis. So	Rev. Thomas O. Summers, D. D., LL. D. (dean).	4	0	4
116	Theological department, University of the South.	Savannah, Tenn.	1856	Prot. Episcopal.	Rev. Telfair Hodgson, D. D. (dean)	5	.....	.....
117	Theological department, Baylor University	Independence, Tex.	1846	Baptist	Rev. William Carey Crane, D. D., LL. D.	3	6	0
118	Union Theological Seminary	Hampden Sidney, Va.	1867	Presbyterian	Rev. R. L. Dalbey, D. D., LL. D. (chairman of faculty).	4	0	4
119	Richmond Institute	Richmond, Va.	1876	Baptist	Rev. Charles H. Corey, A. M.	3	0	.....
120	Theological Seminary of the Evangelical Lutheran General Synod, South.	Salem, Va.	1832	Lutheran	Rev. S. A. Repass, D. D.	2	.....	c1

* From Report of the Commissioner of Education for 1877. a Temporarily suspended. b Closed for the present; the report is for 1877. c Also 1 in part.

TABLE XI.—*Statistics of schools of theology for 1878, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.			
						Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.	
1	2	3	4	5	6	7	8	9	
121 Protestant Episcopal Theological Seminary	Theological Seminary, Va.	1854	1823	Prot. Episcopal.	Rev. Joseph Packard, D. D. (dean)	6	1	4	
122 Nashotah House	Nashotah, Wis.	1847	1841	Prot. Episcopal.	Rev. A. D. Cole, D. D.	5	.....	.....	1
123 Seminary of St. Francis of Sales	St. Francis, Wis.	1877	1856	Roman Catholic	Rev. C. Wapelhorst	13	.....	.....	.....
124 Theological department of Howard University	Washington, D. C.	1867	1871	Non-sectarian...	Lorenzo Westcott (dean)	4	4	2	.....
125 Wayland Seminary*	Washington, D. C. ....	.....	1865	Baptist	Rev. G. M. P. King, A. M.	4	.....	.....	.....

* From Report of the Commissioner of Education for 1877.

TABLE XI.—*Statistics of schools of theology for 1878, &c.—Continued.*

Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1878.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
Theological department of Talladega College*	18		2	3	4	36	800			\$5,000			June 13.
Pacific Theological Seminary.....	6	0	0	0	3	38	3,000	500	100	75,000	\$6,500	\$780	May 15.
San Francisco Theological Seminary.....	9			4	3	35	6,000			27,500			April 24.
Theological Institute of Connecticut.....	38		30		3	38	7,500						
Berkeley Divinity School.....	25		23		3	38	16,000						
Yale Divinity School.....		(67)			3	35	2,000						May 15.
Augusta Institute.....	111	0	0	3	5	39	558	40	55	5,000	294,127	0	June 23.
Theological department of Mercer University.....	13						(b)			(b)			July 2.
Theological department of Illinois Wesleyan University.....	50				3	40				75,000	80,000	8,000	June 19.
Theological department of Blackburn University*	50	1		7	3	34	13,000	5,000					May 8.
Baptist Union Theological Seminary.....	11				3	34	5,500		20	90,000	6150,336	11,300	April 23.
Chicago Theological Seminary.....	12	40	0	22	4	30	8,770		301	320,000	155,194	10,386	April.
Presbyterian Theological Seminary of the Northwest.....	13	40	3	22	3	40							June 5.
Bible department of Eureka College.....	14	21	0	0	2	35	3,000	200	50	100,000	125,000	10,000	May.
Garrett Biblical Institute.....	45	80	1	27	3		600						April.
Swedish Theological Seminary.....	16	20											
Theological department of Lincoln University.....	17												
Wartburg Seminary*	38	32		8	3	35	1,000	180	40	10,000			June 12.
Jubilee College.....	19						5,000	500		12,000			June.
Augustana Theological Seminary.....	20	22		6	2	40				(b)			
Concordia College.....	21				5	43	800			12,000			
Theological department of Shurtleff College.....	22		3	9	3	36	1,000				40,000	1,000	
Biblical course in Indiana Asbury University.....	23	26			2								
St. Meinrad's Seminary.....	24	26	0	1	3	40	5,000						
Theological department of Griswold College.....	25	4			3	40	6,000	1,000	700	150,000	58,900	4,300	June 25.

* From Report of the Commissioner of Education for 1877.

a Reported with classical department (Table IX).

b Also \$234,713, in real estate, &c., unproductive.

c This institution has been closed for some years.

	June 7.	July 4.	September 2.	June 25.	June 18.	June 21.	June 18.	June 24.	May 29.	May 22.	June 26.	June 5.	June 12.	June 5.	June 20.	May 9.	June 23.	June 25.	May 7.	June 27.	June 7.	June 29.	June 18.	January 4.	June 19.	March.	September 4.	April 18.
Seabury Divinity School.....	13	0	5	2	0	3	32	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Angelsing Seminary.....	53	0	5	2	0	3	32	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
St. John's Seminary.....	54	4	0	1	1	3	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Bishop Green Associate Mission and Training School.....	55	4	0	1	1	3	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
St. Vincent's College and Theological Seminary*.....	56	5	1	1	1	4	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Jeremiah Yardean School of Theology in William Jewell College.....	57	46				4	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Concordia College (Seminary).....	58	88				3	39	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Divinity School of Nebraska College*.....	59	5	1	10	4	40	400	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
German Theological School of Newark.....	60	30	0	0	0	46	200	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Drew Theological Seminary.....	61	92	35	32	3	34	1,000	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological Seminary of the Reformed (Dutch) Church in America.....	62	32	0	26	17	3	36	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological Seminary of the Presbyterian Church.....	63	116	0	112	31	3	34	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Auburn Theological Seminary.....	64	47	3	32	17	3	35	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Brooklyn Lay College and Biblical Institute.....	65	30	10	0	0	2	31	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
St. Lawrence University (theological department).....	66	24				6	4	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
De Lancey Divinity School.....	67	41	31	15	3	39	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Hamilton Theological Seminary.....	68	3				3	39	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Hartwick Seminary (theological department).....	69	3				4	3	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Newburgh Theological Seminary.....	70	86	0	65	17	3	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
General Theological Seminary of the Protestant Episcopal Church.....	71							(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Union Theological Seminary.....	72	119	3	113		3	33	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Rochester Theological Seminary.....	73	71	42			3	35	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Seminary of Our Lady of Angels.....	74	60	0	4	713	4	42	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
St. Joseph's Provincial Seminary.....	75	132				4	42	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological department of Middlebury University*.....	76	9	0	3	0	3	35	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological department of Shaw University*.....	77	50	0	0	2	3	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological department of Trinity College*.....	78	14	0	1	0	3	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological department of German Wallace College.....	79	38	0	19	9	10	35	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
St. Charles Borromeo Theological Seminary.....	80	13	0	19	9	3	35	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Lane Theological Seminary*.....	81	23	0	19	9	3	42	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
St. Mary's Seminary.....	82	25	8	7	23	40	300	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
St. Mary's Theological Seminary.....	83	28	2	6	14	3	36	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
German Lutheran Seminary.....	84							(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Union Biblical Seminary.....	85	14				3	36	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio*.....	86	7						(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological Seminary (Oberlin College).....	87	53	1	36	9	3	36	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological department of Wittenberg College.....	88	15	1	14	4	2	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Haidelberg Theological Seminary.....	89	11	0	5	7	23	40	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Christliche Bildungs-Anstalt der Mennoniten*.....	90	50				4	42	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological Seminary of Wilberforce University*.....	91	6	2	1		3	28	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
United Presbyterian Theological Seminary of Xenia.....	92	26	0	26	11	3	30	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological Seminary of the United Presbyterian Church.....	93	30				24	3	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Western Theological Seminary of the Presbyterian Church*.....	94	82	64			3	32	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)
Theological course in St. Vincent's College.....	95	33						(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)	(b)

^f Includes rents.

^g Number ordained during the year.

^h Closed for the present; the report is for 1877.

^c Suspended in 1877.

^d Three are academic and three theological.

^e See report of Madison University (Table IX).

* From Report of the Commissioner of Education for 1877.

^a Temporarily suspended.

^b Reported with classical department (Table IX).

TABLE XI.—Statistics of schools of theology for 1878, &c.—Continued.

Name.	Students.				Number of years in full course	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
	Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1878.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
1	10	11	12	13	14	15	16	17	18	19	20	21	22
96 Moravian Theological Seminary	28	.....	.....	0	6	40	(5,400)	.....	350	\$7,673	\$38,812	\$2,296	June.
97 Theological department of Ursinus College*	12	.....	9	4	21	40	3,000	.....	400	.....	.....	.....	June 27.
98 Theological Seminary of the General Synod of the Evangelical Lutheran Church.	.....	0	.....	12	3	38	10,262	600	94	50,000	80,000	4,000	June 26.
99 Theological Seminary of the Reformed Church in the United States.*	25	10	20	13	3	37	10,200	.....	30	20,000	60,000	3,600	May 9.
100 Theological department of Lincoln University*	20	.....	12	4	3	32	.....	.....	.....	.....	.....	.....	.....
101 Meadville Theological School	20	0	2	6	3	38	13,000	2,500	44	37,702	149,802	7,257	June 12.
102 Philadelphia Theological Seminary of St. Charles Borromeo.	.....	.....	.....	.....	4	3	13,000	.....	500	6400,000	.....	.....	June 21.
103 Divinity School of the Protestant Episcopal Church*.	23	.....	11	4	3	38	8,000	230	1,500	150,000	248,000	17,000	June 20.
104 St. Vincent's Seminary .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105 Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	42	.....	.....	13	3	40	3,525	1,020	.....	40,000	125,000	7,500	June 4.
106 St. Michael's Seminary .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
107 Missionary Institute .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
108 Crozer Theological Seminary	49	.....	.....	11	3	38	.....	.....	.....	.....	.....	.....	June 11.
109 Augustinian Monastery of St. Thomas of Villanova.	21	8	7	.....	6	40	4,000	.....	193	(c)	(c)	(c)	June 25.
110 Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	29	.....	25	10	3	28½	18,923	.....	.....	30,000	.....	.....	May 8.
111 Baker Theological Institute .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
112 Theological School of Cumberland University	12	1	5	1	2	40	5,000	.....	.....	15,000	22,000	1,200	June 5.
113 Theological course in Fisk University	12	.....	.....	.....	3	40	.....	.....	.....	.....	.....	.....	May 23.
114 Theological department of Central Tennessee College.	38	.....	.....	.....	3	36	(c)	(c)	(c)	(c)	(c)	(c)	May 16.
115 Theological department of Vanderbilt University*.	52	0	.....	6	3	39	(c)	.....	.....	(c)	d640,000	d40,000	May 31.
116 Theological department of University of the South.	12	.....	2	.....	1	40	106	60	.....	25,000	3,200	148	August 7.
117 Theological department, Baylor University	12	0	.....	0	2	40	(c)	(c)	(c)	.....	.....	.....	June 11.
118 Union Theological Seminary	54	.....	40	10	3	36	11,000	.....	127	35,000	222,000	13,500	April 14.

	86	8	7	6	36	2,300	100	50,000	2,703	May, last week June 8.
119 Richmond Institute.....	86	8	7	6	36	2,300	100	50,000	2,703	.....
120 Theological Seminary of the Evangelical Lutheran Gen- eral Synod South.....	9	.....	.....	3	40	500	.....	.....	.....	.....
121 Protestant Episcopal Theological Seminary.....	43	.....	12	3	40	10,000	.....	.....	.....	June 26.
122 Nashville House ^c	36	.....	.....	3	40	6,500	.....	.....	.....	May 30.
123 Seminary of St. Francis of Sales.....	256	.....	32	10	40	.....	.....	150,000	25,000	June 30.
124 Theological department of Howard University.....	41	5	.....	3	32	1,000	.....	(c)	(c)	April 30.
125 Wayland Seminary ^a	88	.....	12	3	36	1,800	.....	40,000	.....	May 29.

* From Report of the Commissioner of Education for 1877.

^a Number obtained during the year.

^b Value of buildings; also 138 acres of land.

^c Reported with classical department (Table IX).

^d Probably includes the amount of productive funds and the income thereof reported with classical department in Table IX.

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
Thomson Biblical Institute (New Orleans University).....	New Orleans, La.....	See Theological department, New Orleans University; identical.
Theological department of Mt. St. Mary's College.....	Emmitsburg, Md.....	No information received.
Theological School of Westminster College.....	Fulton, Mo.....	No information received.
The Tabernacle Lay College.....	Brooklyn, N. Y.....	Superseded by Brooklyn Lay College and Biblical Institute.
Martin Luther College (theological department).....	Buffalo, N. Y.....	No information received.
St. John's Theological Seminary.....	Norfolk, Va.....	No information received.

TABLE XII.—Statistics of schools of law for 1878; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1878.
	1	2	3	4	5	6	7	8	9	10
1	College of Law, Southern University.....	Greensboro', Ala.....	.....	.....	A. A. Coleman, A. M.....	3	.....	13	4	15
2	Law School of the University of Alabama.....	Tuscaloosa, Ala.....	1873	1878	Henderson M. Somerville, LL. D.....	2	.....	159	33	.....
3	Hastings College of the Law (University of California).....	San Francisco, Cal.....	.....	.....	S. Clinton Hastings, dean.....	2	6	.....	.....	.....
4	Yale Law School.....	New Haven, Conn.....	.....	1824	Francis Wayland, M. A., dean.....	6	5	68	.....	27
5	Law department, University of Georgia.....	Athens, Ga.....	1785	1867	Wm. L. Mitchell, LL. D., senior professor.....	3	1	6	2	5
6	Law department of Mercer University.....	Macon, Ga.....	1874	1874	Clifford Anderson, chairman of faculty.....	3	.....	4	.....	4
7	Bloomington Law Institute (Illinois Wesleyan University).....	Bloomington, Ill.....	1850	1874	R. M. Benjamin, A. M., dean.....	5	1	39	7	17
8	Union College of Law of Chicago and Northwestern Universities.....	Chicago, Ill.....	.....	1859	Henry Booth, LL. D., dean.....	5	0	125	25	34
9	Law department, McKendree College.....	Lebanon, Ill.....	1834	1861	H. H. Horner, A. M.....	1	3	13	3	4
10	Department of Law, Indiana University a.....	Bloomington, Ind.....	.....	1842	Rev. Lemuel Moss, D. D., president of university.....	.....	.....	.....	.....	.....
11	Law department, University of Notre Dame.....	Notre Dame, Ind.....	.....	.....	Ignace G. Tong, LL. B.....	.....	.....	.....	.....	.....
12	Iowa College of Law (Simpson Centenary College).....	Des Moines, Iowa.....	.....	1875	William E. Miller, dean.....	4	0	20	5	19
13	Course of Law in Iowa Wesleyan University.....	Iowa City, Iowa.....	.....	1865	William G. Hammond, LL. D., chancellor.....	3	6	125	22	84
14	Law department, University of Louisville.....	Mount Pleasant, Iowa.....	.....	.....	Rev. W. J. Spaulding, phi. D., president of university.....	.....	.....	.....	.....	.....
15	College of Law, Kentucky University.....	Lexington, Ky.....	1838	1865	Madison C. Johnson, LL. D.....	5	0	7	0	0
16	Law department, University of Louisville.....	Louisville, Ky.....	1846	1846	Isaac Caldwell, president; Professor James S. Pirtle, dean.....	4	0	42	22	29
17	College of Law, Central University*.....	Richmond, Ky.....	1873	1874	.....	.....	.....	.....	.....	.....
18	Law department, Straight University.....	New Orleans, La.....	1870	1870	Alfred Shaw, dean.....	4	0	28	0	5

19	Law department, University of Louisiana.....	New Orleans, La. (box 1915).....	1847	1847	Carleton Hunt, dean	4	0	14	.....
20	School of Law, University of Maryland.....	Baltimore, Md. (32 Mulberry st.).....	1812	1870	George W. Dobbin, LL. D., dean	4	.....	45	29
21	Eastern University School of Law.....	Boston, Mass.....	1869	1872	Edmund H. Bennett, LL. D., dean	14	1	131	52
22	Law School of Harvard University.....	Cambridge, Mass.....	1817	1817	Charles W. Eliot, LL. D., president; C. C. Langdell, LL. D., dean	6	.....	106	47
23	Law department, University of Michigan.....	Ann Arbor, Mich.....	1859	1859	Thomas M. Cooley, LL. D., dean	5	.....	406	148
24	Law department, Shaw University.....	Holly Springs, Miss.....	.....	.....	Rev. W. W. Hooper, A. M., president of university	.....	.....	6	.....
25	Law department, State University of Missouri.....	Columbia, Mo.....	1839	1872	Philemon Bliss, LL. D., dean	3	2	34	23
26	St. Joseph Law School.....	St. Joseph, Mo.....	.....	.....	H. K. White, dean	.....	.....	.....	.....
27	St. Louis Law School (Washington University place).....	St. Louis, Mo. (1417 Lucas Place).....	1853	1867	Henry Hitchcock, LL. D., dean	7	0	77	22
28	Albany Law School (Union University)*.....	Albany, N. Y.....	1851	1851	Isaac Edwards, LL. D.	5	3	95	74
29	Law School of Hamilton College.....	Clinton, N. Y.....	1874	1858	Rev. Samuel G. Brown, D. D., LL. D.	2	.....	47	.....
30	Columbia College Law School.....	New York, N. Y.....	1874	1858	Theodore W. Dwight, LL. D., dean	4	1	30	10
31	Department of Law, University of the City of New York.....	New York, N. Y.....	1830	1858	Hon. Henry E. Davies, LL. D.	5	0	462	267
32	Law department, Rutherford College.....	Happy Home, N. C.....	1871	.....	Rev. R. L. Abernethy, A. M.	.....	.....	72	57
33	Law department, Trinity College*.....	Trinity, N. C.....	1852	1870	Rev. B. Craven, D. D., LL. D.	2	.....	20	.....
34	Law School of the Cincinnati College.....	Cincinnati, Ohio.....	1819	1853	Rufus King, LL. D., dean	5	0	118	56
35	Law department, Wilberforce University.....	Near Xenia, Ohio.....	1863	1872	Rev. B. F. Lee, B. D., president of university	.....	.....	.....	.....
36	Law department, Lafayette College.....	Easton, Pa.....	1874	1874	William S. Kirkpatrick, A. M., dean	.....	.....	.....	.....
37	Law department, University of Pennsylvania.....	Philadelphia, Pa.....	1755	1790	E. Coppée Mitchell, LL. D., dean	5	0	127	23
38	Law course in Lehigh University.....	South Bethlehem, Pa.....	.....	1878	Rev. John M. Leavitt, D. D., president of university	.....	.....	24	.....
39	Law School, University of South Carolina.....	Columbia, S. C.....	1801	1804	Nathan Green, A. M., LL. D., chancellor	.....	.....	43	28
40	Law School, Cumberland University.....	Lebanon, Tenn.....	1842	1847	Thomas H. Malone, M. A., dean	2	.....	39	9
41	Law department, Vanderbilt University.....	Nashville, Tenn.....	1872	1874	R. W. Pitman, A. M.	3	.....	9	2
42	Department of Law (Trinity University).....	Tehuacana, Tex.....	.....	1874	General G. W. Custer Lee, president of university	5	2	26	12
43	School of Law and Equity, Washington and Lee University.....	Lexington, Va.....	1782	1867	.....	.....	.....	.....	.....
44	Law School, Richmond College.....	Richmond, Va.....	1840	1840	B. F. Fuyver, chairman of faculty	1	2	18	6
45	Law School, University of Virginia.....	University of Virginia, Va.....	1819	1826	James F. Harrison, M. D., chairman of faculty	2	0	126	15
46	Law department, University of Wisconsin.....	Madison, Wis.....	1838	1850	J. H. Carpenter, LL. D., dean	9	2	50	13
47	Columbian University Law School.....	Washington, D. C.....	1821	1864	James C. Welling, LL. D.	2	0	135	25
48	Law department, Howard University.....	Washington, D. C.....	1867	1870	Richard T. Greener, A. B., LL. B., dean	3	0	10	2
49	Law department of Georgetown University.....	Washington, D. C.....	1815	1870	Charles W. Hoffman, LL. D., dean	6	0	29	6
50	National University, law department.....	Washington, D. C.....	1870	1870	Hon. Arthur MacArthur	4	.....	.....	.....

* From Report of the Commissioner of Education for 1877. a Suspended. b Date of charter of Columbia College.

TABLE XII.—Statistics of schools of law for 1878, &c.—Continued.

	Name.	Number of years in full course of study.	Number of weeks in school year.	Annual charge for each student.	Library.			Property, income, &c.				Date of next commencement.
					Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
		11	12	13	14	15	16	17	18	19	20	21
1	College of Law, Southern University.....			\$5100								July 3.
2	Law School of the University of Alabama.....	1½	40	50				(b)	\$100,000	\$7,000		June 4.
3	Hastings College of the Law (University of California).....	3	36	0					\$10,000	400		June.
4	Yale Law School.....	2½	36	\$100,125	8,000							August 6.
5	Law department, University of Georgia.....	1	43	100	600		0	(b)	0	0	\$405	July 2.
6	Law department of Mercer University.....	1		60								June 18.
7	Bloomington Law Institute (Illinois Wesleyan University).....	2	39	45						0	1,100	June 5.
8	Union College of Law of Chicago and Northwestern Universities.....	2	36	75							5,393	June 12.
9	Law department, McKendree College.....	2	39	21	(b)	(b)	(b)	(b)	(b)	(b)	(b)	
10	Department of Law, Indiana University.....											
11	Law department, University of Notre Dame.....	2										
12	Iowa College of Law (Simpson Centenary College).....	1	39	50	0	0	0		0	0	1,150	June 10.
13	Law department, Iowa State University.....	1,2	38	50	2,204	500	240	(b)	(b)	(b)	5,010	June 17.
14	Course of Law in Iowa Wesleyan University.....											June.
15	College of Law, Kentucky University.....	2	40	50	2,201			0	0	0	2,400	March 1.
16	Law department, University of Louisville.....	2	20	60								June.
17	College of Law, Central University.....	2										March.
18	Law department, Straight University.....	2	21	56	0	0	0					June 2.
19	Law department, University of Louisiana.....	2	22	100	26,000			\$15,000			2,000	June 2.
20	School of Law, University of Maryland.....	2	34	100					0	0	5,000	June 4.
21	Boston University School of Law.....	3	36	75,50							11,500	June 4.
22	Law School of Harvard University.....	3	36	50,150	17,000				58,247	8,155	25,333	June 25.
23	Law department, University of Michigan.....	2	26	\$20-25	6,000							March.
24	Law department, Shaw University.....	3										
25	Law department, State University of Missouri.....	2	28	40	(b)	(b)	(b)	(b)	(b)	(b)	91,435	March 28.
26	St. Joseph Law School.....		20	60								
27	St. Louis Law School (Washington University).....	2	32	60	3,075	25	40	(b)	0	0	4,125	June 11.
28	Albany Law School (Union University)*.....	1	38	130	2,000			0	0	0		May.
29	Law School of Hamilton College.....	1		60								
30	Columbia College Law School *.....	2	32	100	5,000		100	0	0	0		May 15.

		2	36	100	1,775		(b)	(b)	(b)	(b)		May.
31	Department of Law, University of the City of New York ^a											May.
32	Law department, Rutherford College.....	2	40									June.
33	Law department, Trinity College ^a	2	30	60, 30	1, 408	0	300				5, 800	May 14.
34	Law School of the Cincinnati College.....	2										
35	Law department, Wilberforce University.....											
36	Law department, Lafayette College.....	2	35	80	300	0		(b)	(b)	(b)	7, 670	June 13.
37	Law department, University of Pennsylvania.....											
38	Law course in Lehigh University.....											
39	Law School, University of South Carolina.....	1	20	120	800			16, 000			3, 500	June 5.
40	Law School, Cumberland University.....	2	38	100								May 31.
41	Law department, Vanderbilt University.....											
42	Department of Law (Trinity University).....	2	37	85	800							June 25.
43	School of Law and Equity, Washington and Lee University.....	2	36	80				(b)	(b)	(b)	1, 400	June.
44	Law School, Richmond College.....	2	40	180	3, 000			(b)	(b)	(b)	8, 330	July 3.
45	Law School, University of Virginia.....	2	38	118	1, 097	0	166	(b)	(b)	(b)	11, 451	June 23.
46	Law department, University of Wisconsin.....	3	35	75				20, 000			8, 300	June 10.
47	Columbian University Law School.....	3									250	May 28.
48	Law department, Howard University.....	3	34	80	300		18	(b)	(b)	(b)	1, 122	June 2.
49	Law department of Georgetown University.....											
50	National University, law department.....											

^a From Report of the Commissioner of Education for 1877.

^a Fees for the scholastic year.

^b Reported with classical department (see Table IX).

^c With graduate course, 4 years.

^d Suspended.

^e State property.

^f For non-residents.

^g Includes fees for diplomas.

^h For full course.

ⁱ For non-residents; \$50 matriculation fee for each student.

^j Includes matriculation fees.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1878; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1878.
1	2	3	4	5	6	7	8	9	10
I. MEDICAL AND SURGICAL.									
1. Regular.									
1 College of Medicine, Southern University	Greensboro', Ala.	1860	1859	Rev. Luther M. Smith, D. D., chancellor.	6	.....	.....	.....	.....
2 Medical College of Alabama	Mobile, Ala.	.....	1859	William Henry Anderson, M. D., dean.	8	.....	39	.....	18
3 Medical College of the Pacific (University College).	San Francisco, Cal.	.....	1858	Henry Gibbons, Jr., M. D., dean	10	0	56	.....	26
4 Medical department, University of California*	San Francisco, Cal.	1868	1869	R. Beverly Cole, M. D., Ph. D., M. R. C. S., dean.	8	2	45	11	15
5 Medical Institution of Yale College.	New Haven, Conn.	1810	1813	Charles A. Lindsley, M. D., dean.	9	3	60	.....	.....
6 Atlanta Medical College*	Atlanta, Ga.	1854	1855	Jno. Thad. Johnson, M. D., dean	8	1	90	.....	22
7 Medical College of Georgia (University of Georgia)*	Augusta, Ga.	1828	1829	De Saussure Ford, M. D., dean	16	0	46	0	21
8 Savannah Medical College	Savannah, Ga.	1838	1853	W. Duncan, M. D., dean	9	.....	.....	.....	.....
9 Chicago Medical College (Northwestern University).	Chicago, Ill.	1859	1859	Nathan S. Davis, A. M., M. D., LL. D.	28	0	156	30	43
10 Rush Medical College	Chicago, Ill.	1837	1840	J. Adams Allen, M. D., LL. D.	10	.....	.....	.....	126
11 Woman's Hospital Medical College	Chicago, Ill.	1871	1870	William H. Byford, A. M., M. D.	16	0	32	.....	7
12 Medical College of Evansville	Evansville, Ind.	1846	1849	George B. Walker, M. D., dean	10	0	36	14	21
13 Fort Wayne Medical College	Fort Wayne, Ind.	1878	1878	Bonj. S. Woodworth, M. D., dean.	9	6	32	.....	10
14 Medical College of Indiana	Indianapolis, Ind.	1878	1878	George W. Mears, M. D., dean	12	1	.....	.....	.....
15 Medical department of the State University of Iowa.	Iowa City, Iowa	1869	1870	J. L. Pickard, LL. D.	10	.....	33	7	15
16 College of Physicians and Surgeons	Keokuk, Iowa	1849	1849	J. C. Hughes, M. D., dean.	9	1	201	100	81

17	Hospital College of Medicine (Central University).	Louisville, Ky	1873	1873	William H. Bolling, M. D., dean	10	75	12	19
18	Kentucky School of Medicine	Louisville, Ky	1851	1850	A. B. Cook, A. M., M. D.	13	84	24	
19	Louisville Medical College*	Louisville, Ky	1868	1869	E. S. Galliard, A. M., M. D., LL. D., dean.	8	156	70	
20	Medical department of the University of Louisville.	Louisville, Ky	1837	1837	J. M. Bodine, M. D., dean	12	0	200	71
21	Medical department of the University of Louisiana.	New Orleans, La	1835	1835	Tobias G. Richardson, M. D., dean.	9	147		
22	Medical School of Maine (Bowdoin College)*	Brunswick, Me	1820	1820	Joshua L. Chamberlain, LL. D.	2	6	93	24
23	Portland School for Medical Instruction	Portland, Me	1858	1858	F. H. Gerrish, M. D.	13	17	17	
24	College of Physicians and Surgeons	Baltimore, Md	1872	1872	Thomas Ople, M. D., dean	12	215	79	
25	School of Medicine (University of Maryland)	Baltimore, Md	1807	1807	L. McLane Tiffany, M. D., dean.	17	134		
26	Harvard Medical School (Harvard University).	Boston, Mass	1782	1782	Calvin Ellis, M. D., dean.	(37)	238	101	
27	Department of Medicine and Surgery (University of Michigan).	Ann Arbor, Mich	1830	1830	A. B. Palmer, M. A., M. D., dean	10	0	329	66
28	Detroit Medical College	Detroit, Mich	1868	1869	Theo. A. McGraw, M. D	18	0	90	20
29	Medical College (University of the State of Missouri).*	Columbia, Mo	1839	1873	Joseph G. Norwood, M. D., dean.	8	2	22	5
30	Kansas City College of Physicians and Surgeons.	Kansas City, Mo	1860	1869	S. S. Todd, M. D., dean.	8	1	31	9
31	St. Joseph Hospital Medical College*	St. Joseph, Mo	1877	1877	Charles F. Knight, M. D.	10	17	5	5
32	Missouri Medical College	St. Louis, Mo	1840	1840	P. Gervais Robinson, M. D., dean.	16	247		102
33	St. Louis Medical College	St. Louis, Mo	1842	1842	John T. Hodgen, M. D., dean	(21)	168		23
34	New Hampshire Medical Institution (Dartmouth College).	Hanover, N. H.	1769	1796	C. P. Frost, M. D., dean.	1	10	100	
35	Albany Medical College (Union University)	Albany, N. Y	1839	1839	Thomas Hun, M. D., dean	13	3	153	43
36	Medical department, University of Buffalo	Buffalo, N. Y	1846	1847	James P. White, M. D.	5	4	126	42
37	Bellevue Hospital Medical College	New York, N. Y	1861	1861	Isaac E. Taylor, M. D.	25	419	130	
38	College of Physicians and Surgeons (Columbia College).	New York, N. Y	1807	1807	Alonzo Clark, M. D., LL. D.	44	0	485	180
39	Medical department, University of the City of New York.	New York, N. Y	1841	1841	Chas. Inslee Pardee, M. D., dean	26		556	153
40	Woman's Medical College of the New York Infirmary.	New York, N. Y. (28 Second avenue).	1864	1868	Samuel Willets	17	46	1	7
41	College of Medicine of Syracuse University	Syracuse, N. Y	1872	1872	Frederick Hyde, M. D., dean	14	4	3	63
42	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	1851	D. D. Bramble, M. D., dean	(10)	80		32
43	Medical College of Ohio*	Cincinnati, Ohio	1819	1819	Roberts Bartholow, M. D., dean	15	0	303	80
44	Miami Medical College	Cincinnati, Ohio	1852	1852	John A. Murphy, M. D., dean	1	125		50
45	Cleveland Medical College (Western Reserve College).	Cleveland, Ohio	1843	1843	John Bennett, M. D., dean	12	1	73	26
46	Medical department, University of Wooster.	Cleveland, Ohio	1864	1864	Gustav C. E. Weber, M. D., LL. D., dean	10	3	105	38
47	Columbus Medical College.	Columbus, Ohio	1875	1875	D. N. Kinsman, M. D., dean	6	7	143	50
48	Starling Medical College.	Columbus, Ohio	1847	1847	Francis Carter, M. D., dean	12	4	48	8
49	Medical department (Williamette University)	Salem, Oreg	1853	1866	L. L. Rowland, M. D., dean				26
50	Jefferson Medical College*	Philadelphia, Pa	1826	1826	John B. Biddle, M. D., dean	44		598	198
51	Medical department, University of Pennsylvania.	Philadelphia, Pa	1749	1765	Charles J. Stillé, LL. D., provost.	43	0	347	130
52	Woman's Medical College of Pennsylvania	Philadelphia, Pa	1850	1850	Rachel L. Rodley, A. M., dean	(16)	681	17	17
53	Medical College of the State of South Carolina.	Charleston, S. C	1832	1833	J. P. Chazal, M. D., dean.	8	71	23	

^b Also 43 attended summer course.

^c There were 49 matriculates in the spring term.

^a From Report of the Commissioner of Education for 1877.

^a Lectures in this college resumed November, 1878, after a suspension of two years.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1878, &c.—Continued.

Name.	Location.	Date of charter.	Date of organization.	President or deam.	Corps of instruction.		Students.		
					Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1878.
1	2	3	4	5	6	7	8	9	10
54 Medical department of the University of Nashville.	Nashville, Tenn.	.....	1850	W. T. Briggs, M. D., deam	18	0	110	.....	45
55 Medical department of Vanderbilt University	Nashville, Tenn.	1873	1874	Thomas Monces, M. D., deam	18	0	226	.....	93
56 McHerry Medical Department of Central Tennessee College.	Nashville, Tenn.	1866	1876	G. W. Hubbard, M. D., deam	4	.....	22	.....	7
57 Nashville Medical College	Nashville, Tenn.	1876	1877	Duncan Eve, M. D., deam	10	2	125	.....	82
58 Texas Medical College and Hospital	Galveston, Tex.	1871	1873	M. H. Buckham, M. D., president of university.	2	11	108	6	33
59 Medical department, University of Vermont	Burlington, Vt.	1854	1854	James B. McCaw, M. D., deam.	14	.....	46	.....	13
60 Medical College of Virginia*	Richmond, Va.	1851	1851	James F. Harrison, M. D., chairman of faculty.	5	.....	50	.....	17
61 Medical department, University of Virginia	University of Virginia, Va.	1819	1825	F. A. Ashford, M. D., deam	12	0	41	5	6
62 Medical department, Georgetown University	Washington, D. C. (Tenth and E streets)	1815	1815	Gideon S. Palmer, M. D., deam	7	0	60	6	11
63 Medical department, Howard University	Washington, D. C.	1866	1867	A. F. A. King, M. D., deam	14	0	57	.....	6
64 National Medical College (Columbian University)	Washington, D. C.	1821	1822	.....	.....	.....	.....	.....	.....
2. <i>Eclectic.</i>	.....	.....	.....	.....	.....	.....	.....	.....	.....
65 College of American Medicine and Surgery	Macon, Ga.	1829	1829	Milton Jay, M. D., deam	11	3	50	2	28
66 Bennett Medical College.	Chicago, Ill. (511 and 513 State street).	1869	1869	.....	.....	.....	.....	.....	.....
67 American Medical College	St. Louis, Mo.	1873	1873	G. C. Pitzer, M. D., deam	7	2	.....	.....	35
68 Eclectic Medical College of the City of New York.	New York, N. Y. (Livingston place and East Fifteenth st.).	1865	1866	Robert S. Newton, M. D.	2	8	135	16	25
69 United States Medical College	New York, N. Y. (114 and 116 East Thirteenth street).	1878	1878	Robert A. Gunn, M. D., deam	8	2	56	5	.....

		Cincinnati, Ohio	1845	1843	John M. Souder, M. D.	8	207	123
70	Eclectic Medical Institute	Chicago, Ill. (200 Michigan ave.)	1876	1876	J. S. Mitchell, A. M., M. D.	17	0	31
	3. Homoeopathic.	Chicago, Ill. (287 and 289 Cottage Grove avenue)	1855	1859	R. Ludlam, M. D., dean	12	0	100
71	Chicago Homoeopathic College	Boston, Mass. (East Concord st.)	1869	1873	I. T. Talbot, M. D., dean	18	14	42
72	Hahnemann Medical College	Ann Arbor, Mich.	1875	1875	E. C. Franklin, M. D., dean	6	0	63
73	Boston University School of Medicine (University of Michigan)	St. Louis, Mo.	1857	1858	G. S. Walker, M. D., dean	12	0	25
74	Homoeopathic Medical College (University of Michigan)	St. Louis, Mo. (615 Locust st.)	1876	1876	William C. Richardson, M. D.	4	11	13
75	Missouri School of Midwifery	New York, N. Y. (568 Fifth ave.)	1860	1860	John W. Dowling, M. D., dean	0	19	39
76	New York Homoeopathic Medical College*	New York, N. Y. (northeast cor. Lexington avenue and Thirty-seventh street)	1863	1863	Mrs. Diantha E. Sackett	0	20	27
77	New York Homoeopathic Medical College	Cincinnati, Ohio (cor. Seventh and Mound streets)	1872	1872	D. W. Hartshorn, M. D., dean	8	64	33
78	New York Medical College for Women	Cleveland, Ohio (99 Prospect st.)	1849	1849	N. Schneider, M. D., dean	10	2	53
79	Pulte Medical College	Philadelphia, Pa. (1105 Filbert st.)	1848	1848	A. R. Thomas, M. D., dean	16	0	35
80	Homoeopathic Hospital College	New Orleans, La.	1867	1867	F. J. S. Gargas, M. D., D. D. S.	11	82	21
81	Hahnemann Medical College of Philadelphia	Baltimore, Md.	1839	1840	I. J. Wetherbee, D. D. S., president; E. Cheney, M. D., dean.	13	0	12
82	New Orleans Dental College	Boston, Mass.	1868	1868	T. H. Chandler, D. M. D., dean	13	0	8
83	Baltimore College of Dental Surgery	Ann Arbor, Mich.	1875	1875	J. Taft, D. D. S., dean	6	3	14
84	Boston Dental College	St. Louis, Mo.	1865	1865	Henry H. Mudd, M. D., dean	10	3	4
85	Dental School of Harvard University*	New York, N. Y. (cor. Second ave. and Twenty-third street)	1865	1866	Frank Abbott, M. D., dean	16	0	11
86	Dental College of the University of Michigan	Cincinnati, Ohio	1844	1845	H. A. Smith, M. D., dean	7	2	24
87	Missouri Dental College	Philadelphia, Pa.	1856	1856	Charles J. Essig, M. D., D. D. S., secretary	(25)	51	80
88	New York College of Dentistry	Philadelphia, Pa.	1863	1863	C. N. Peirce, M. D., dean	15	12	41
89	Ohio College of Dental Surgery	Philadelphia, Pa.	1876	1877	D. D. Smith, M. D., dean	12	3	7
90	Department of Dentistry, University of Pennsylvania	Nashville, Tenn.	1876	1877	Duncan Eve, M. D., dean	7	3	0
91	Pennsylvania College of Dental Surgery	San Francisco, Cal. (southeast cor. Clay and Kearny sts.)	1872	1872	Emlen Painter, dean	4	53	8
92	Philadelphia Dental College	Chicago, Ill. (79 Dearborn st.)	1859	1860	C. Gilbert Wheeler, Ph. D.	5	0	14
93	Dental department, Nashville Medical College	Mt. Pleasant, Iowa	1873	1871	Rev. W. J. Spaulding, Ph. D., president of university	3	619	28
94	California College of Pharmacy	Louisville, Ky.	1852	1852	C. Lewis Diehl	3	0	22
95	Chicago College of Pharmacy	Baltimore, Md.	1841	1841	Joseph Roberts	4	0	80
96	School of Pharmacy, Iowa Wesleyan University	Boston, Mass.	1867	1867	Dr. Thomas L. Jenks	4	0	100
97	Louisville College of Pharmacy*							
98	Maryland College of Pharmacy							
99	Massachusetts College of Pharmacy							

* From Report of the Commissioner of Education for 1877.

a Suspended at the close of the session of 1876-77, all its property being sold.

b Nineteen in practical botany.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1878, &c.—Continued.*

Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of in- struction.		Students.			
					Resident professors and in- structors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in let- ters or science.	Graduates at the commence- ment of 1878.	
1	2	3	4	5	6	7	8	9	10	
School of Pharmacy of the University of Mich- igan. St. Louis College of Pharmacy..... College of Pharmacy of the City of New York.. Cincinnati College of Pharmacy..... Philadelphia College of Pharmacy..... Tennessee College of Pharmacy*..... National College of Pharmacy*.....	Ann Arbor, Mich..... St. Louis, Mo..... New York, N. Y. (209 and 211 East Twenty-third street). Cincinnati, Ohio (southwest cor- ner Fifth and John streets). Philadelphia, Pa..... Nashville, Tenn..... Washington, D. C.....	..... 1866 1831 1850 1822 1872 1872	..... 1868 1829 1871 1821 1873 1873	..... Albert B. Prescott, M. D., dean..... J. M. Good, M. D., dean..... Ewen McIntyre, Ph. G..... J. D. Wells..... Dillwyn Parrish..... General E. Kirby Smith..... John A. Milburn.....	9 4 5 3 0 6 3	0 0 0 0	71 75 251 100 363 12 23	..... ..... 0 2	22 16 65 118 2 5

* From Report of the Commissioner of Education for 1877.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1878, &c.—Continued.

Name.	Number of years in full course	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
I. MEDICAL AND SURGICAL.													
1. Regular.													
1 College of Medicine, Southern University.	3	39	.....	.....	.....	\$5	\$25	a\$100	\$125,000	.....	.....	.....	July 2.
2 Medical College of Alabama.	3	20	500	.....	.....	5	25	60	.....	.....	.....	\$2,220	April 1.
3 Medical College of the Pacific (University College).	3	20	.....	.....	.....	5	40	130	.....	.....	.....	7,427	June 2.
4 Medical department, University of California.	.....	40	.....	.....	.....	5	40	130	75,000	.....	.....	5,000	November.
5 Medical Institution of Yale College.	3	.....	.....	.....	.....	5	25	b105	.....	.....	.....	.....	March 1.
6 Atlanta Medical College.	3	20	800	.....	.....	5	30	50-60	25,000	.....	.....	.....	March 1.
7 Medical College of Georgia (University of Georgia).	2	16	4,000	1,000	.....	5	30	50	30,000	\$0	.....	2,187	March 1.
8 Savannah Medical College.	(d)	3	.....	.....	.....	5	30	50	.....	.....	.....	.....	March.
9 Chicago Medical College (Northwestern University).	3	34	.....	.....	.....	5	30	75	40,000	0	\$0	8,000	March.
10 Rush Medical College.	3	36	36	.....	.....	5	30	75	70,000	*14,000	*2,300	*28,000	February 26.
11 Woman's Hospital Medical College.	3	e21	.....	.....	.....	5	20	50	14,000	0	0	.....	February 28.
12 Medical College of Evansville.	3	20	.....	.....	.....	5	25	30	5,000	.....	.....	2,000	March 1.
13 Fort Wayne Medical College.	3	21	.....	.....	.....	5	20	30	7,000	0	0	1,050	February 1.
14 Medical College of Indiana.	2	20	2,000	.....	.....	10	25	60	2,000	.....	.....	5,000	February 28.
15 Medical department of the State University of Iowa.	3	22	.....	.....	.....	5	25	25	.....	.....	(g)	.....	March 1.

e Also a summer course of twelve weeks.

f Value of apparatus.

g Reported with classical department (Table IX).

c Lectures in this college resumed November, 1878,

after a suspension of two years.

d Two full courses of lectures.

* From Report of the Commissioner of Education for 1877.

a Fees for the course.

b Winter term; spring term, \$60.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1878, &c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of —			Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23
16 College of Physicians and Surgeons.....	3	20	.....	.....	.....	.....	.....	\$20	\$75,000	.....	.....	\$8,500	February 25.
17 Hospital College of Medicine (Central University).....	3	20	.....	.....	.....	\$5	\$30	50	8,000	\$3,500	.....	4,000	March 1.
18 Kentucky School of Medicine	3	18	.....	.....	.....	5	30	51	.....	.....	.....	.....	June 28.
19 Louisville Medical College*	2	24	.....	.....	.....	5	30	60	.....	.....	.....	.....	February.
20 Medical department of the University of Louisville.....	3	20	4,000	.....	.....	5	30	60	.....	.....	.....	.....	March 1.
21 Medical department of the University of Louisiana.....	3	20	1,000	.....	.....	5	30	140	100,000	0	.....	14,380	March 8.
22 Medical School of Maine (Bowdoin College),*	3	16	4,500	.....	.....	5	20	75	25,000	2,500	\$130	5,616	July 9.
23 Portland School for Medical Instruction	1	32	300	.....	.....	.....	.....	60	.....	.....	.....	800	.....
24 College of Physicians and Surgeons.....	2,3	20	.....	.....	.....	5	30	120	.....	.....	.....	.....	March 1.
25 School of Medicine (University of Maryland).....	2,3	21	900	.....	.....	5	30	130	90,000	\$20,000	.....	.....	March 1.
26 Harvard Medical School (Harvard University).....	3	36	2,000	.....	.....	5	30	200	.....	106,147	6,094	44,045	.....
27 Department of Medicine and Surgery (University of Michigan).....	3	40	2,250	1,500	200	210	10	220	65,000	0	0	14,000	June 26.
28 Detroit Medical College	3	40	.....	.....	.....	5	25	50	40,000	.....	.....	5,190	March.
29 Medical College (University of the State of Missouri)*	2,3	30-40	.....	.....	.....	.....	5	40	\$2,000	.....	.....	1,350	June 6.
30 Kansas City College of Physicians and Surgeons.....	2	21	50	200	.....	5	20	65	\$1,000	1,000	100	1,922	March 4.
31 St. Joseph Hospital Medical College*	3	21	.....	.....	.....	5	25	60	4,000	.....	.....	1,400	.....
32 Missouri Medical College	3	22	.....	.....	.....	5	25	65	45,000	.....	.....	15,000	March.
33 St. Louis Medical College.....	3	22	1,115	.....	.....	5	20	115	50,000	.....	.....	12,461	March 7.

		3	40	1,200	300	.....	5	25	117	25,000	1,200	72	June.
34	New Hampshire Medical Institution (Dartmouth College).	3										.....	March 3.
35	Albany Medical College (Union University).	3	e20	5,000	.....	20	5	25	100	50,000	7,000	490	February.
36	Medical department, University of Buffalo.	3	20	.....	.....	.....	5	25	100	30,000	5,000	350	February 28.
37	Bellevue Hospital Medical College.	3	.....	.....	.....	.....	5	30	f140	.....	.....	.....	February.
38	College of Physicians and Surgeons (Columbia College).	g2	h30	.....	.....	.....	5	30	140	134,000	.....	.....	May 22.
39	Medical department, University of the City of New York.	3	32	.....	.....	.....	5	30	115	17,500	.....	2,660	June 18.
40	Woman's Medical College of the New York Infirmary.	3	32	50	.....	5	5	30	75	25,000	4,000	650	February 27.
41	College of Medicine of Syracuse University.	3	36	1,000	.....	.....	5	25	40	.....	.....	0	March.
42	Cincinnati College of Medicine and Surgery.	3	20	(i)	.....	.....	5	25	350	20,000	.....	5,700	March.
43	Medical College of Ohio*	3	e20	.....	.....	.....	5	30	40	80,000	.....	3,000	March.
44	Miami Medical College.	3	24	3,000	500	150	5	30	40	20,000	.....	5,840	March 1.
45	Cleveland Medical College (Western Reserve College).	3	36	.....	.....	.....	5	30	35	6,000	.....	4,500	February 25.
46	Medical department, University of Wooster.	3	20	.....	.....	.....	35	25	45	15,000	.....	.....	June 11.
47	Columbus Medical College.	3	20	.....	.....	.....	5	30	120	.....	.....	.....	March 12.
48	Starling Medical College.	3	20	1,300	200	100	5	30	140	k250,000	50,000	3,000	March 15.
49	Medical department (Willamette University).	3	.....	.....	.....	.....	5	30	150	250	.....	41,500	March 13.
50	Jefferson Medical College*	3	32	.....	.....	.....	5	30	105	.....	.....	.....	March 4.
51	Medical department, University of Pennsylvania.	3	22	8,000	.....	.....	5	30	60	40,000	0	0	February 27.
52	Woman's Medical College of Pennsylvania.	3	20	500	.....	.....	5	30	60	.....	0	0	February 27.
53	Medical College of the State of South Carolina.	3	20	.....	.....	.....	5	30	60	.....	0	0	February 27.
54	Medical department of the University of Nashville.	3	.....	.....	.....	.....	5	30	60	.....	0	0	February 27.
55	Medical department of Vanderbilt University.	3	.....	.....	.....	.....	5	30	60	.....	0	0	February 27.
56	McHerry Medical Department of Central Tennessee College.	2	20	100	50	.....	.....	10	30	2,500	.....	.....	February.
57	Nashville Medical College.	2	20	2,000	1,000	50	5	10	50	d2,000	.....	6,500	June 26.
58	Texas Medical College and Hospital.	.....	.....	.....	.....	.....	.....	.....	75	.....	.....	6,000	March 1.
59	Medical department, University of Vermont.	3	16	.....	.....	.....	5	25	120	50,000	.....	4,000	July 3.
60	Medical College of Virginia*.	3	21	500	1,000	.....	5	30	110	.....	.....	.....	April.
61	Medical department, University of Virginia.	3	40	.....	.....	.....	230	15	100	1,500	.....	.....	.....
62	Medical department, Georgetown University.	3	36	0	.....	.....	5	30	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1877.
a For law and medical departments.
b For residents; non-residents, \$20 matriculation fee and \$25 for tuition.
c Including two courses of lectures.
d Value of apparatus.
e Also a spring course of eight weeks.
f For lectures of winter session.
g Number required; 3 at option of student.
h Also a spring session of twelve weeks, optional with student.
i The library of about 2,000 volumes has been turned over to public library.
j Fee for all the tickets.
k Includes value of hospital.
l Matriculation and library fee.

TABLE XIII.—Statistics of schools of medicine, of dentistry, and of pharmacy for 1878, &c.—Continued.

Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—				Property, income, &c.				Date of next commencement.
			Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.		
1	11	12	13	14	15	16	17	18	19	20	21	22	23	
Medical department, Howard University.....	3	40	.....	.....	.....	\$10	\$30	\$10	\$25,000	.....	.....	.....	March.
National Medical College (Columbian University).	3	20	.....	.....	.....	5	30	135	.....	\$0	\$0	\$2,950	March 20.
2. Eclectic.														
College of American Medicine and Surgery. ^a	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bennett Medical College.....	3	26	.....	.....	.....	5	25	40	40,000	.....	.....	.....	.....
American Medical College.....	3	40	.....	.....	.....	5	25	70	.....	.....	.....	5,960	.....
Eclectic Medical College of the City of New York.	3	20	(3,000)	.....	.....	5	30	50	40,000	.....	.....	.....	.....
United States Medical College.....	3	20	.....	.....	.....	5	30	75	21,000	.....	.....	3,000	.....
Eclectic Medical Institute.....	3	20	.....	.....	.....	5	25	150	80,000	0	.....	.....	.....
3. Homoeopathic.														
Chicago Homoeopathic College.....	2, 3	26	.....	.....	.....	5	30	60	25,000	.....	.....	.....	.....
Hahnemann Medical College.....	2, 3	30	.....	.....	.....	5	25	55	650,000	.....	.....	10,000	.....
Boston University School of Medicine.....	3, 4	35	2,000	1,500	.....	5	30	125	125,000	40,000	.....	9,951	.....
Homoeopathic Medical College (University of Michigan).	3	36	34,600	.....	.....	210	10	420	.....	.....	.....	.....	.....
Homoeopathic Medical College of Missouri.	.....	20	.....	.....	.....	5	25	50	16,000	.....	.....	2,400	.....
Missouri School of Midwifery.....	1	24	.....	.....	.....	.....	.....	75	4,000	.....	.....	1,600	.....
New York Homoeopathic Medical College*.	3	22	.....	.....	.....	5	30	125	.....	0	0	11,585	.....
New York Medical College for Women.....	3	32	200	.....	.....	5	0	80	.....	.....	.....	1,935	.....
Pulte Medical College.....	3	22	.....	.....	.....	5	30	50	45,000	.....	.....	43,000	.....
Homoeopathic Hospital College.....	3	24	1,000	.....	.....	5	30	75	14,000	.....	.....	.....	.....
Hahnemann Medical College of Philadelphia.	3	21	2,000	1,000	.....	5	30	70-100	40,000	.....	.....	15,000	.....

TABLE XIV.—PART 1.—*Summary of examinations for admission to the United States Military Academy for the year 1878.*

States and Territories.	Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.						
				Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.
Alabama.....	1	0	1			1			1	
Arkansas.....	3	2	1						1	
California.....	3	3	0							
Colorado.....	0	0	0							
Connecticut.....	1	1	0							
Delaware.....	0	0	0							
Florida.....	1	1	0							
Georgia.....	2	1	1							
Illinois.....	14	10	4			1	1	1		1
Indiana.....	5	2	3			2	2	1	3	2
Iowa.....	4	4	0			1	1			
Kansas.....	0	0	0							
Kentucky.....	7	6	1				1	1	1	
Louisiana.....	2	0	2			1			2	
Maine.....	2	2	0							
Maryland.....	8	5	3		1	2	3	2	1	2
Massachusetts.....	2	2	0							
Michigan.....	3	2	1	1						
Minnesota.....	1	1	0							
Mississippi.....	4	4	0							
Missouri.....	8	5	3			2	2	2	2	3
Nebraska.....	1	1	0							
Nevada.....	0	0	0							
New Hampshire.....	1	1	0							
New Jersey.....	2	2	0							
New York.....	8	7	1			1	1	1	1	1
North Carolina.....	6	2	4		1	2	2	3	1	3
Ohio.....	8	5	3			1	1		2	1
Oregon.....	1	1	0							
Pennsylvania.....	10	7	3			2	1	1	3	
Rhode Island.....	0	0	0							
South Carolina.....	1	1	0							
Tennessee.....	7	5	2			2	1	1	1	1
Texas.....	5	3	2			1	1	1		1
Vermont.....	0	0	0							
Virginia.....	6	1	5			3	4	3	4	4
West Virginia.....	0	0	0							
Wisconsin.....	5	3	2			1	2	1	2	2
Arizona.....	1	1	0							
Dakota.....	0	0	0							
District of Columbia.....	0	0	0							
Idaho.....	0	0	0							
Montana.....	1	0	1				1	1	1	
New Mexico.....	0	0	0							
Utah.....	1	1	0							
Washington.....	0	0	0							
Wyoming.....	2	0	2			1	2	1	2	2
Foreign.....	0	0	0							
At large.....	12	10	2				1		1	1
Total.....	149	102	47	1	2	25	27	21	29	24

TABLE XIV.—PART 2.—*Summary of examinations for admission to the United States Naval Academy for the year 1878.*

States and Territories.	Number of candidates.	Number accepted.	Number rejected.						
			Total.	On what account.					
				Physical disability.	For deficiency in—				
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.
									History. <i>a</i>
Alabama.....	4	3	1	0			1		
Arkansas.....	0						1		
California.....	0								
Colorado.....	0								
Connecticut.....	0								
Delaware.....	0								
Florida.....	2	1	1	0			1		
Georgia.....	4	3	1	0			1	1	
Illinois.....	2	1	1	1					
Indiana.....	3	2	1	0		1	1	1	
Iowa.....	2	1	1	1					
Kansas.....	1	1		1					
Kentucky.....	1	1							
Louisiana.....	1	1							
Maine.....	1	1							
Maryland.....	1	1							
Massachusetts.....	0								
Michigan.....	1	1							
Minnesota.....	1	1							
Mississippi.....	2	2							
Missouri.....	2	2							
Nebraska.....	1	1							
Nevada.....	0								
New Hampshire.....	0								
New Jersey.....	0								
New York.....	9	6	3	0		1	3	1	1
North Carolina.....	2	2						1	
Ohio.....	1	1							
Oregon.....	1	1							
Pennsylvania.....	5	1	4	1		1	2	1	2
Rhode Island.....	0								
South Carolina.....	1	1							
Tennessee.....	0								
Texas.....	1	0	1	0		1	1	1	
Vermont.....	0								
Virginia.....	9	5	4			1	4	2	1
West Virginia.....	0								
Wisconsin.....	0								
Arizona.....	1	1							
Dakota.....	0								
District of Columbia.....	0								
Idaho.....	2	0	2			2	2	1	1
Montana.....	0								
New Mexico.....	0								
Utah.....	0								
Washington.....	0								
Wyoming.....	0								
Foreign.....	0								
At large.....	0								
Total.....	61	41	20	3		7	16	8	5

a Not examined in this branch.

TABLE XV.—PART 1.—*Degrees conferred in 1878 by universities, colleges, scientific*

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agriculture; Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8
1	State Agricultural and Mechanical College, Auburn, Ala.	9	—	—	—	—	—
2	Southern University, Greensboro', Ala.	6	5	—	3	—	1
3	Howard College, Marion, Ala.	13	1	3	5	—	—
4	University of Alabama, Tuscaloosa, Ala.	41	7	—	13	—	3
5	Arkansas College, Batesville, Ark.	5	1	—	5	—	—
6	Cane Hill College, Boonsboro', Ark.	1	—	—	1	—	—
7	University of California, Berkeley, Cal.	46	0	—	13	—	—
8	St. Ignatius College, San Francisco, Cal.	5	—	—	3	—	2
9	St. Mary's College, San Francisco, Cal.	15	0	—	12	—	1
10	University of the Pacific, Santa Clara, Cal.	7	—	—	2	—	—
11	Pacific Methodist College, Santa Rosa, Cal.	5	—	—	2	—	a1
12	Hesperian College, Woodland, Cal.	4	—	—	—	—	—
13	State School of Mines, Golden, Colo.	0	0	—	—	—	—
14	Trinity College, Hartford, Conn.	26	3	—	18	—	8
15	Wesleyan University, Middletown, Conn.	64	6	—	34	—	28
16	Yale College, New Haven, Conn.	254	4	—	127	—	5
17	Delaware College, Newark, Del.	e10	1	5	—	—	—
18	University of Georgia, Athens, Ga.	50	—	—	13	—	1
19	Atlanta University, Atlanta, Ga.	10	0	—	5	—	5
20	Gainesville College, Gainesville, Ga.	0	0	—	—	—	—
21	Abingdon College, Abingdon, Ill.	2	—	e2	—	—	—
22	Hedding College, Abingdon, Ill.	—	—	—	(f)	—	(f)
23	Illinois Wesleyan University, Bloomington, Ill.	45	3	—	9	—	12
24	St. Viator's College, Bourbonnais Grove, Ill.	3	2	—	3	—	3
25	Blackburn University, Carlinville, Ill.	7	—	—	2	—	1
26	Carthage College, Carthage, Ill.	14	0	—	8	—	—
27	University of Chicago, Chicago, Ill.	20	5	—	12	—	2
28	Rock River University, Dixon, Ill.	0	—	—	—	—	—
29	Eureka College, Eureka, Ill.	8	0	—	4	—	4
30	Northwestern University, Evanston, Ill.	78	1	5	18	—	7
31	Ewing College, Ewing, Ill.	4	0	—	4	—	—
32	Knox College, Galesburg, Ill.	15	2	—	4	—	1
33	Lombard University, Galesburg, Ill.	4	—	—	3	—	—
34	Illinois College, Jacksonville, Ill.	8	2	—	2	—	2
35	McKendree College, Lebanon, Ill.	39	4	—	6	—	8
36	Lincoln University, Lincoln, Ill.	—	—	—	(f)	—	(f)
37	Evangelisch-Lutherisches Collegium, Mendota, Ill.	0	—	—	—	—	—
38	Monmouth College, Monmouth, Ill.	30	3	—	22	—	—
39	Northwestern College, Naperville, Ill.	11	—	g2	3	—	—
40	Shurtleff College, Upper Alton, Ill.	19	—	—	6	—	2
41	Illinois Industrial University, Urbana, Ill.	44	0	14	3	—	—
42	Westfield College, Westfield, Ill.	5	—	—	2	—	—
43	Wheaton College, Wheaton, Ill.	20	2	—	7	—	8
44	Indiana University, Bloomington, Ind.	17	0	—	16	—	—
45	Evangelical Lutheran Concordia College, Fort Wayne, Ind.	0	0	—	—	—	—
46	Fort Wayne College, Fort Wayne, Ind.	0	0	—	—	—	—
47	Franklin College, Franklin, Ind.	4	—	—	3	—	1
48	Hanover College, Hanover, Ind.	15	10	—	10	—	8
49	Hartsville University, Hartsville, Ind.	2	—	—	1	—	—
50	Butler University, Irvington, Ind.	26	1	—	22	—	3
51	Purdue University, La Fayette, Ind.	3	0	—	—	—	—

a "Mistress of arts."

b Includes 5 M. L. and 1 D. C. L.

c Includes 1 "master of teaching" and 1 "mistress of teaching."

d2 are "doctor of jurisprudence."

e1 is M. E. L.

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.				
1	2	3	4	5	6	7	8
52 Union Christian College, Merom, Ind.	11	1				3	
53 Moore's Hill College, Moore's Hill, Ind.	2						
54 Earlham College, Richmond, Ind.	9	0		5			
55 Ridgeville College, Ridgeville, Ind.	2	4					2
56 Iowa State Agricultural College, Ames, Iowa.	21	0					
57 Griswold College, Davenport, Iowa.	0	0					
58 Norwegian Luther College, Decorah, Iowa.	13	0		13			
59 Parsons College, Fairfield, Iowa.	0	0					
60 Upper Iowa University, Fayette, Iowa.	5	1		2			
61 Simpson Centenary College, Indianola, Iowa.	33	1		2		2	
62 State University of Iowa, Iowa City, Iowa.	128			11			
63 Iowa Wesleyan University, Mt. Pleasant, Iowa.	16	2		7			1
64 Cornell College, Mt. Vernon, Iowa.	40	4		16		4	3
65 Oskaloosa College, Oskaloosa, Iowa.	613	1		1		5	1
66 Penn College, Oskaloosa, Iowa.	3	0		3			
67 Central University of Iowa, Pella, Iowa.	8	7		6			4
68 Tabor College, Tabor, Iowa.	4			3			
69 Western College, Western, Iowa.	1					1	
70 Baker University, Baldwin City, Kans.	66						
71 Highland University, Highland, Kans.	5	4		2		3	
72 University of Kansas, Lawrence, Kans.	5			2		2	
73 Lane University, Leocompton, Kans.	5			1			
74 Kansas State Agricultural College, Manhattan, Kans.	11	0					
75 Ottawa University, Ottawa, Kans.	66						
76 Cecilian College, Cecilian P. O., Ky.	611	0		4			
77 Centre College, Danville, Ky.	25	2		20		5	
78 Eminence College, Eminence, Ky.	5	0		2			
79 Kentucky Military Institute, Farmdale, Ky.	12	1		2			
80 Georgetown College, Georgetown, Ky.	5	3		2		1	
81 Kentucky University, Lexington, Ky.	9	0		2			
82 Kentucky Wesleyan College, Millersburg, Ky.	3	0		2			
83 Concord College, New Liberty, Ky.	0	0					
84 Bethel College, Russellville, Ky.	7			5		2	
85 Centenary College of Louisiana, Jackson, La.	61	64					
86 Straight University, New Orleans, La.	4						
87 Bowdoin College, Brunswick, Me.	56	6		12		12	2
88 Bates College, Lewiston, Me.	38	0		18		18	
89 Maine State College of Agriculture and the Mechanic Arts, Orono, Me.	11	0					
90 Colby University, Waterville, Me.	22	2		15		7	2
91 St. John's College, Annapolis, Md.	187	3		99		1	
92 United States Naval Academy, Annapolis, Md.	0	0					
93 Johns Hopkins University, Baltimore, Md.	44	0					
94 Loyola College, Baltimore, Md.	0	0					
95 Washington College, Chestertown, Md.	12			12			
96 Maryland Agricultural College, College Station, Md.	0	0					
97 Western Maryland College, Westminster, Md.	2	3				2	1
98 Amherst College, Amherst, Mass.	100	5		79		19	2
99 Massachusetts Agricultural College, Amherst, Mass.	21	0					
100 Boston College, Boston, Mass.	23			14		9	
101 Boston University, Boston, Mass.	187	0		19		1	
102 Massachusetts Institute of Technology, Boston, Mass.	19	0					
103 Harvard University, Cambridge, Mass.	291	5		159		13	1
104 Tufts College, College Hill, Mass.	32	2		12		9	
105 Williams College, Williamstown, Mass.	49	8		35		14	2

a "Pharmaceutical chemist."

b Includes 5 conferred on completion of normal course.

c Degrees not specified.

d Conferred on completion of normal course.

e Includes 7 commercial diplomas.

f Includes 5 B. C. S. (bachelor of commercial science).

g After examination.

1878 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.														Philosophy.		Art.	Theology.	Medicine.			Law.	
Sc. B.	Sc. M.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.	C. & M. E.		D. E.		Ph. B.	Ph. D.							
In course.	Honorary.	In course.	Honorary.	In course.	In course.	In course.	In course.	In course.	In course.	In course.	In course.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	In course.	In course.	In course.	Honorary.
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
3		5															1					52
2																						53
4																						54
2			1																			55
15				5		1							1									56
																						57
																						58
2		1															1					59
4		6															1					60
				3						11								19			19	61
8																	1				84	62
10		6		4						1						1				21	1	63
																						64
																						65
2																	2				1	66
1																						67
																						68
																						69
																						70
1																	3				1	71
3		1																				72
9		2																				73
																						74
																						75
																						76
			3																		2	77
				5																		78
2																	1					79
2																					3	80
1																				5		81
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5		1															2	26			4	86
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6				4		h1											2				2	88
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																						90
																					1	91
																						92
																						93
																						94
																						95
																						96
2																	2					97
21																	2				1	98
																						99
17										7		1						42			52	100
19																28						101
5		k3		3						1		4					4	47	17		49	102
																	7	1			4	103
																	4				1	104
																					2	105

h "Bachelor of mechanical engineering."

i Conferred on recipients of baccalaureate degrees, after two years of study, who offer a satisfactory thesis and pass the examination required in the specialty they have selected.

j Includes 7 "graduate in theology," and 20 "graduate in oratory."

k These are "doctor of science."

l These are "D. D. M."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.				
		All degrees.		A. B.		A. M.		
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8	
106	Worcester Free Institute of Industrial Science, Worcester, Mass.	18						
107	Adrian College, Adrian, Mich	15	1		3			
108	Albion College, Albion, Mich	13	2		2			
109	University of Michigan, Ann Arbor, Mich	379	0		39		1	
110	Battle Creek College, Battle Creek, Mich	0	0					
111	Grand Traverse College, Benzonia, Mich	0	0					
112	Hillsdale College, Hillsdale, Mich	49	4		7		7	2
113	Hope College, Holland, Mich	10	0		4		6	
114	Kalamazoo College, Kalamazoo, Mich	7	0		2		3	
115	Michigan State Agricultural College, Lansing, Mich	30	0					
116	Olivet College, Olivet, Mich	13			5			
117	University of Minnesota, Minneapolis, Minn	16	0	2	5			
118	Carleton College, Northfield, Minn	10	0		7		1	
119	Mississippi College, Clinton, Miss	4	0		1		2	
120	Shaw University, Holly Springs, Miss	2	1		1			1
121	University of Mississippi, Oxford, Miss	45	6		8		3	
122	Alcorn University, Rodney, Miss	0	0					
123	Jefferson College, Washington, Miss	0	0					
124	University of the State of Missouri, Columbia, Mo	65	1	14	3		3	
125	Central College, Fayette, Mo	2					2	
126	Pritchett School Institute, Glasgow, Mo	5	0	3	2			
127	Lincoln College, Greenwood, Mo	2						
128	La Grange College, La Grange, Mo	5	1		2			
129	William Jewell College, Liberty, Mo	13			4		2	
130	Drury College, Springfield, Mo	17	0		6			
131	College of the Christian Brothers, St. Louis, Mo	13		18	5			
132	Washington University, St. Louis, Mo	31			5			
133	Central Wesleyan College, Warrenton, Mo	39	1		2		1	1
134	Doane College, Crete, Nebr	3			3			
135	University of Nebraska, Lincoln, Nebr	7	1	2	3			
136	Dartmouth College, Hanover, N. H.	43	6		(k)		(k)	
137	Stevens Institute of Technology, Hoboken, N. J	22	0					
138	Rutgers College, New Brunswick, N. J.	66			25		23	
139	College of New Jersey, Princeton, N. J	126	6		76		39	
140	Seton Hall College, South Orange, N. J.	9			9			
141	St. Stephen's College, Annandale, N. Y.	16	3		13		3	
142	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.		0					
143	St. Lawrence University, Canton, N. Y.	10	2		5		1	2
144	Elmira Female College, Elmira, N. Y.	9			9			
145	Hobart College, Geneva, N. Y.	19	9		7		11	4
146	Madison University, Hamilton, N. Y.	27	5		16		11	4
147	Cornell University, Ithaca, N. Y.	70	0	3	9		1	
148	Ingham University, Le Roy, N. Y.	14	2		14			2
149	College of the City of New York, New York, N. Y.	50			30			
150	Columbia College, New York City, N. Y.	395	4		44		9	
151	Cooper Union Free Night Schools of Science and Art, New York, N. Y.	(p)						
152	University of the City of New York, New York, N. Y.	250	8		10		10	2
153	Vassar College, Poughkeepsie, N. Y.	45	0		42		3	
154	University of Rochester, Rochester, N. Y.	38	3		27		10	
155	Union University, Schenectady, N. Y.	68	6		23			
156	Syracuse University, Syracuse, N. Y.	66	4		15		13	

a One is "master of philosophy."

b These are "pharmaceutical chemist."

c Includes five diplomas conferred on completion of "ladies' course."

d "Bachelor of mechanical engineering."

e Four of these are "bachelor of pedagogics," and 10 are "principal of pedagogics."

f Honorary C. E.

g With the degree of "graduate in school of theology."

h Includes 1 A. S.

i These are "master of accounts."

j Includes 3 conferred on completion of normal course.

k These degrees conferred, but the number is not specified.

1873 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.	Medicine.		Law.									
Sc. B.		Sc. M.		B. C. E. & C. E.		B. Agr.		B. M. E. & M. E.		B. Arch.		B. C. & M. E.		B. D. E.		Ph. B.		Ph. D.		In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.									
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
18																												106
4										4				4			1											107
1										3				7			1											108
5				15		4				a10		1						120	14	522	148							109
																												110
12	22	1														1	1											111
																												112
1										1																		113
30																												114
3																												115
2						a1																						116
8																												117
2																												118
1																												119
1																												120
4										1							3									29	3	121
																												122
																												123
7	2	f1	4		2					a2																20		124
																												125
2																												126
3																												127
																												128
																												129
																												130
																												131
																												132
2		1		3		1																						133
																												134
																												135
18				2						2																		136
3																												137
7		11				19																						138
8				3																								139
																												140
																												141
																												142
3																												143
																												144
1	1																											145
																												146
24				16	1		2			o12	2																	147
																												148
20				5		25					10	3																149
																												150
																												151
17	2		10																									152
																												153
1																												154
																												155
1	2		2							6		r6		s7														156

l These are "mechanical engineer."

m This degree is honorary.

n These are S. T. D. (doctor of sacred theology).

o These are "bachelor of mechanic arts."

p The Cooper medal and diploma on three graduates; the diploma conferred on those finishing a five years' attendance on the schools of science, and the medal on those distinguishing themselves in the schools of art.

q Three of these were conferred on examination.

r Two are "master of philosophy."

s Four are "bachelor of painting," and 1 "master of painting."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.
1	2	3	4	5	6	7	8
157 University of North Carolina, Chapel Hill, N. C.	11	9	...	10	...	...	2
158 Rutherford College, Happy Home, N. C.	0	0	...	...	...	...	...
159 North Carolina College, Mt. Pleasant, N. C.	2	...	...	1	...	1	...
160 Trinity College, Trinity College, N. C.	30	3	...	25	...	5	...
161 Wake Forest College, Wake Forest College, N. C.	7	3	2	3	...	1	...
162 Ohio University, Athens, Ohio.	10	1	...	5	...	2	1
163 Baldwin University, Berea, Ohio.	10	1	...	5	...	...	...
164 German Wallace College, Berea, Ohio.	5	1	...	2	...	3	...
165 St. Xavier College, Cincinnati, Ohio.	8	1	...	6	...	2	1
166 Capital University, Columbus, Ohio.	12	...	...	5	...	7	...
167 Ohio State University, Columbus, Ohio.	6	4	...	1	...	...	...
168 Ohio Wesleyan University, Delaware, Ohio.	50	7	7	28	...	10	2
169 Kenyon College, Gambier, Ohio.	4	4	...	4	...	...	...
170 Denison University, Granville, Ohio.	17	3	...	13	...	3	1
171 Hiram College, Hiram, Ohio.	3	1	...	...	...	1	...
172 Western Reserve College, Hudson, Ohio.	17	3	...	15	...	2	1
173 Ohio Central College, Iberia, Ohio.	25	1	...	...	...	...	...
174 Marietta College, Marietta, Ohio.	21	3	...	19	...	...	2
175 Franklin College, New Athens, Ohio.	6	4	...	6	...	...	...
176 Muskingum College, New Concord, Ohio.	11	3	...	5	...	...	...
177 Oberlin College, Oberlin, Ohio.	53	...	...	35	...	10	...
178 Rio Grande College, Rio Grande, Ohio.	0	...	...	...	...	...	...
179 Scio College, Scio, Ohio.	23	...	...	...	...	5	...
180 Miami Valley College, Springboro', Ohio.	2	...	...	2	...	...	...
181 Wittenberg College, Springfield, Ohio.	9	4	...	9	...	...	...
182 Heidelberg College, Tiffin, Ohio.	14	...	...	6	...	...	...
183 Urbana University, Urbana, Ohio.	2	...	...	...	...	...	...
184 Otterbein University, Westerville, Ohio.	18	...	...	9	...	...	...
185 Wilmington College, Wilmington, Ohio.	6	...	...	5	...	...	...
186 University of Wooster, Wooster, Ohio.	90	9	...	26	...	18	3
187 Wilberforce University, Xenia, Ohio.	3	3	...	...	...	...	...
188 Antioch College, Yellow Springs, Ohio.	5	0	...	3	...	2	...
189 Corvallis College, Corvallis, Oreg.	5	...	...	1	...	...	...
190 University of Oregon, Eugene City, Oreg.	6	0	...	...	...	...	...
191 Pacific University, Forest Grove, Oreg.	11	...	...	7	...	...	...
192 McMinnville College, McMinnville, Oreg.	0	0	...	...	...	...	...
193 Christian College, Monmouth, Oreg.	3	0	...	...	...	...	...
194 Muhlenberg College, Allentown, Pa.	20	2	...	12	...	8	...
195 Lebanon Valley College, Annville, Pa.	5	2	...	2	...	3	1
196 Dickinson College, Carlisle, Pa.	22	5	...	9	...	13	1
197 Lincoln University, Chester County, Pa.	28	0	...	16	...	12	...
198 Lafayette College, Easton, Pa.	75	8	...	40	...	10	5
199 Pennsylvania College, Gettysburg, Pa.	30	5	...	14	...	16	2
200 Thiel College, Greenville, Pa.	4	...	...	...	...	4	...
201 Haverford College, Haverford College, Pa.	19	0	...	11	...	3	...
202 Franklin and Marshall College, Lancaster, Pa.	23	1	...	17	...	6	...
203 University at Lewisburg, Lewisburg, Pa.	23	0	...	13	...	10	...
204 Allegheny College, Meadville, Pa.	23	6	...	15	...	8	3
205 Mercersburg College, Mercersburg, Pa.	17	1	...	6	...	11	1
206 Westminster College, New Wilmington, Pa.	16	4	...	11	...	...	...
207 La Salle College, Philadelphia, Pa.	0	...	...	...	...	...	...
208 University of Pennsylvania, Philadelphia, Pa.	207	...	...	23	...	16	...
209 Wagner Free Institute of Science, Philadelphia, Pa. ....	...	6	...	...	...	...	...
210 Western University of Pennsylvania, Pittsburgh, Pa.	21	2	...	7	...	3	1
211 Lehigh University, South Bethlehem, Pa.	4	...	...	...	...	...	...
212 Pennsylvania State College, State College, Pa.	6	...	...	2	...	...	...
213 Swarthmore College, Swarthmore, Pa.	15	...	...	1	...	8	...
214 Augustinian College of Villanova, Villanova P. O., Pa.	4	...	...	3	...	...	...

a Four are graduates in English course.

b Three are "mistress of science."

c These are "analytical chemist."

1878 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theol- ogy.	Medicine.			Law.								
Sc. B.		Sc. M.		In course, B. C. E. & C. E.		In course, B. Agr.		In course, B. M. E. & M. E.		In course, B. Arch.		In course, C. & M. E.		In course, D. E.		Ph. B.		Ph. D.		In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
In course.	Honorary.	In course.	Honorary.													In course.	Honorary.	In course.	Honorary.									
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						
										1			1				3									3	157	
1																											158	
3																	3										159	
5													1				3										160	
																											161	
																											162	
																	1										163	
																											164	
																											165	
5																											166	
5													2													2	167	
																	4									1	168	
1		2															3									1	169	
													1													2	170	
																											171	
1																	2										172	
2																	1										173	
																	1										174	
6																	2									2	175	
																	2										176	
																											177	
4		14																									178	
																											179	
																											180	
8													1														181	
2																											182	
9																											183	
1																											184	
2																											185	
2		3								3			2				2	38								2	186	
																	1										187	
4																											188	
6																											189	
64																											190	
																											191	
3																											192	
																											193	
																											194	
																											195	
													1														196	
3		1		3		3	e3			11		1	3														197	
													2														198	
																											199	
5																											200	
																											201	
																											202	
																											203	
																											204	
5																											205	
																											206	
10		1										4											130				207	
			d1										5														208	
										9																	209	
																											210	
4							e2																				211	
6																											212	
1																											213	
																											214	

d Honorary degree of "mechanical engineer."

e These are "mechanical engineer."

TABLE XV.—PART 1.—Degrees conferred in

NOTE.—0 shows that no degrees were

Institutions and locations.		All classes.		Letters.			
		All degrees.		A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
1	2	3	4	5	6	7	8
215	Washington and Jefferson College, Washington, Pa	25	5	24			
216	Brown University, Providence, R. I.	85	5	57		22	1
217	College of Charleston, Charleston, S. C.	5	1	5			1
218	Ersline College, Due West, S. C.	14	1	14			
219	Furman University, Greenville, S. C.	4				1	
220	Newberry College, Newberry, S. C.	8	0	4		4	
221	Wofford College, Spartanburg, S. C.	16	1	12		2	1
222	Adger College, Walhalla, S. C.	3	1	3			
223	East Tennessee Wesleyan University, Athens, Tenn.	14	4	9			1
224	Beech Grove College, Beech Grove, Tenn.	1				1	
225	King College, Bristol, Tenn.	3	1	3			
226	Southwestern Presbyterian University, Clarksville, Tenn.	2	2	2			
227	Hiwassee College, Hiwassee College, Tenn.	8	0	4		1	
228	Southwestern Baptist University, Jackson, Tenn.	4		4			
229	East Tennessee University, Knoxville, Tenn.	11	3	6			
230	Cumberland University, Lebanon, Tenn.	43	1	8			
231	Maryville College, Maryville, Tenn.	4		4			
232	Bethel College, McKenzie, Tenn.	22	0				
233	Christian Brothers' College, Memphis, Tenn.	5		25			
234	Mosheim Institute, Mosheim, Tenn.	7	0	5		1	
235	Mossy Creek Baptist College, Mossy Creek, Tenn.	9	1	7		2	
236	Central Tennessee College, Nashville, Tenn.	8	2	1			
237	Fisk University, Nashville, Tenn.	0	0				
238	Vanderbilt University, Nashville, Tenn.	13	1			4	
239	University of the South, Sewanee, Tenn.	20		5		4	
240	Burritt College, Spencer, Tenn.	6		4		2	
241	Greenville and Tusculum College, Tusculum, Tenn.	6	0	2			
242	Texas Military Institute, Austin, Tex.	0	0				
243	Southwestern University, Georgetown, Tex.	8		8			
244	Baylor University, Independence, Tex.	10	6	4			3
245	Austin College, Sherman, Tex.		1				
246	Trinity University, Tehuacana, Tex.	113					
247	University of Vermont and State Agricultural College, Burlington, Vt.	50	3	13		3	
248	Middlebury College, Middlebury, Vt.	11	3	10		1	1
249	Norwich University, Northfield, Vt.	1					
250	Randolph Macon College, Ashland, Va.	5	2	2		2	
251	Virginia Agricultural and Mechanical College, Blacksburg, Va.	111					
252	Emory and Henry College, Emory, Va.	23	1	15			1
253	Hampton Sidney College, Hampton Sidney, Va.	12	5	12			5
254	Virginia Military Institute, Lexington, Va.	121					
255	Washington and Lee University, Lexington, Va.	24	7	8		1	
256	New Market Polytechnic Institute, New Market, Va.	2				2	
257	Richmond College, Richmond, Va.	10					
258	Roanoke College, Salem, Va.	16	2	16			
259	University of Virginia, University of Virginia, Va.	41	0	3		6	
260	West Virginia University, Morgantown, W. Va.	6		5			
261	Shepherd College, Shepherdstown, W. Va.	17	0	17			
262	Lawrence University, Appleton, Wis.	22	3	3		4	1
263	Beloit College, Beloit, Wis.	18	3	12		3	
264	University of Wisconsin, Madison, Wis.	41	0	1	6		
265	Milton College, Milton, Wis.	5				3	
266	Racine College, Racine	6	1	3		3	m1
267	Ripon College, Ripon, Wis.	7	0	5			
268	Northwestern University, Watertown, Wis.	10		9		1	
269	Georgetown University, Georgetown, D. C.	25	1	13			
270	Columbian University, Washington, D. C.	236	3	24			
271	Howard University, Washington, D. C.	14	0	1		2	
272	National Deaf-Mute College, Washington, D. C.	3	0	2			

a These degrees conferred, but the number not specified. f Graduates in biblical department.

b These are S. T. D.

c These are "mistress of arts."

d Four are "master of accounts."

e This is M. E. L.

g Six are ad eundem degrees and one honorary.

h Degrees not specified.

i Nine "graduate in agriculture," and two "graduate in agriculture and mechanics."

1878 by universities, colleges, &c.—Continued.

conferred; indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.		Sc. E.		Sc. E. & C. E.		Sc. E. & M. E.		Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1										6			1				3					1	215
																	2				2	216	
										3							1					217	
																						218	
																						219	
2																						220	
																	1					221	
5																	3					222	
																						223	
																						224	
																	1					225	
																	2					226	
3																						227	
																						228	
5																	(a)				(a)	229	
																	b2				1	230	
																7	1				28	231	
														e2								232	
																						233	
																						234	
																	2	7				235	
1																f6		g94			9	236	
8					3					4												237	
																						238	
4																						239	
																						240	
																						241	
																						242	
										6							3					243	
																	1					244	
1																						245	
																	2	33				246	
																						247	
																						248	
1																	1				1	249	
1																	2				1	250	
6																						251	
k21																						252	
																						253	
																						254	
																	5				12	2	255
																						256	
																						257	
																						258	
1																		17			15	1	259
																						260	
9		6																				261	
15	1																1					262	
																	2					263	
		2		1	1																	264	
																						265	
																						266	
2																						267	
																						268	
nl																	1	6			6	269	
																	1	n6			o25	1	270
																						271	
																						272	

j "Bachelor of science and literature."

k These are "graduate Virginia Military Institute."

l Five are "master of English literature," and two are "mistress of English literature."

m Ad eundem degree.

n Conferred on examination.

o Includes seven M. L.

TABLE XV.—PART 2.—*Degrees conferred in 1878 by professional schools not connected with universities and colleges.*

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

Institutions and locations.		Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
1		2	3	4	5	6	7	8	9
SCHOOLS OF THEOLOGY.									
1	Pacific Theological Seminary, Oakland, Cal.	0	.....	.....	.....	.....	.....	.....	.....
2	San Francisco Theological Seminary, San Francisco, Cal.	2	2	.....	.....	.....	.....	.....	.....
3	Augusta Institute, Augusta, Ga.	a3	.....	.....	.....	.....	.....	.....	.....
4	Chicago Theological Seminary, Chicago, Ill.	5	5	.....	.....	.....	.....	.....	.....
5	Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	b17	.....	.....	.....	.....	.....	.....	.....
6	Garrett Biblical Institute, Evanston, Ill.	c24	13	.....	.....	.....	.....	.....	.....
7	Baptist Union Theological Seminary, Morgan Park, Ill.	d7	7	1	.....	.....	.....	.....	.....
8	Augustana Theological Seminary, Rock Island, Ill.	a6	.....	.....	.....	.....	.....	.....	.....
9	St. Meinrad's Seminary, St. Meinrad, Ind.	a13	.....	.....	.....	.....	.....	.....	.....
10	College of the Bible, Lexington, Ky.	a13	.....	.....	.....	.....	.....	.....	.....
11	Southern Baptist Theological Seminary, Louisville, Ky.	a8	.....	.....	.....	.....	.....	.....	.....
12	Bangor Theological Seminary, Bangor, Me.	a16	.....	.....	.....	.....	.....	.....	.....
13	Centenary Biblical Institute, Baltimore, Md.	0	.....	.....	.....	.....	.....	.....	.....
14	Andover Theological Seminary, Andover, Mass.	a20	.....	.....	.....	.....	.....	.....	.....
15	Episcopal Theological Seminary, Cambridge, Mass.	2	2	.....	.....	.....	.....	.....	.....
16	Newton Theological Institution, Newton Centre, Mass.	a18	.....	.....	.....	.....	.....	.....	.....
17	New Church Theological School, Waltham, Mass.	a2	.....	.....	.....	.....	.....	.....	.....
18	Augsburg Seminary, Minneapolis, Minn.	a3	.....	.....	.....	.....	.....	.....	.....
19	Bishop Green Associate Mission and Training School, Dry Grove, Miss.	a4	.....	.....	.....	.....	.....	.....	.....
20	German Theological School of Newark, Bloomfield, N. J.	0	.....	.....	.....	.....	.....	.....	.....
21	Drew Theological Seminary, Madison, N. J.	a32	.....	.....	.....	.....	.....	.....	.....
22	Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J.	a17	.....	.....	.....	.....	.....	.....	.....
23	Theological Seminary of the Presbyterian Church, Princeton, N. J.	a31	.....	.....	.....	.....	.....	.....	.....
24	Auburn Theological Seminary, Auburn, N. Y.	a17	.....	.....	.....	.....	.....	.....	.....
25	Brooklyn Lay College and Biblical Institute, Brooklyn, N. Y.	0	.....	.....	.....	.....	.....	.....	.....
26	Hamilton Theological Seminary, Hamilton, N. Y.	a15	.....	.....	.....	.....	.....	.....	.....
27	Newburgh Theological Seminary, Newburgh, N. Y.	a4	.....	.....	.....	.....	.....	.....	.....
28	General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	e11	e11	.....	.....	.....	.....	.....	.....
29	Rochester Theological Seminary, Rochester, N. Y.	0	.....	.....	.....	.....	.....	.....	.....
30	Seminary of Our Lady of Angels, Suspension Bridge, N. Y.	f g13	.....	.....	.....	.....	.....	.....	.....
31	St. Joseph's Provincial Seminary, Troy, N. Y.	f24	.....	.....	.....	.....	.....	.....	.....
32	St. Mary's Theological Seminary, Cleveland, Ohio.	a26	.....	.....	.....	.....	.....	.....	.....
33	German Lutheran Seminary, Columbus, Ohio.	a7	.....	.....	.....	.....	.....	.....	.....
34	Union Biblical Seminary, Dayton, Ohio.	a14	.....	.....	.....	.....	.....	.....	.....
35	Heidelberg Theological Seminary, Tiffin, Ohio.	a7	.....	.....	.....	.....	.....	.....	.....
36	United Presbyterian Theological Seminary, Xenia, Ohio.	9	9	.....	.....	.....	.....	.....	.....
37	Moravian Theological Seminary, Bethlehem, Pa.	10	10	.....	.....	.....	.....	.....	.....
38	Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa.	a12	.....	.....	.....	.....	.....	.....	.....
39	Meadville Theological School, Meadville, Pa.	a6	.....	.....	.....	.....	.....	.....	.....
40	Philadelphia Theological Seminary of St. Charles Borromeo, Overbrook, Pa.	f11	.....	.....	.....	.....	.....	.....	.....
41	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	a13	.....	.....	.....	.....	.....	.....	.....
42	Crozer Theological Seminary, Upland, Pa.	a11	.....	.....	.....	.....	.....	.....	.....
43	Theological Seminary of the Presbyterian Church, Columbia, S. C.	a10	.....	.....	.....	.....	.....	.....	.....

a Number of graduates reported.

b Certificates of having completed the full course of study.

c Includes.

d Also 1 honorary.

e These are "bachelor of sacred theology."

f Number ordained during the year.

g Also 3 honorary A. B. conferred.

TABLE XV.—PART 2.—Degrees conferred in 1878 by professional schools, &c.—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
44	Union Theological Seminary, Hampden Sidney, Va.	a10	.....	.....	.....	.....	.....	.....	.....
45	Richmond Institute, Richmond, Va.	a7	.....	.....	.....	.....	.....	.....	.....
46	Theological Seminary of the Evangelical Lutheran General Synod South, Salem, Va.	a7	.....	.....	.....	.....	.....	.....	.....
47	Protestant Episcopal Theological Seminary, Theological Seminary, Va.	a12	.....	.....	.....	.....	.....	.....	.....
48	Seminary of St. Francis of Sales, St. Francis, Wis.	a32	.....	.....	.....	.....	.....	.....	.....
SCHOOLS OF LAW.									
49	Union College of Law of the University of Chicago and the Northwestern University, Chicago, Ill.	34	.....	.....	.....	.....	.....	34	.....
50	School of Law, University of Maryland, Baltimore, Md.	29	.....	.....	.....	.....	.....	29	.....
51	Law School of Cincinnati College, Cincinnati, Ohio	56	.....	.....	.....	.....	.....	56	.....
SCHOOLS OF MEDICINE.									
52	Medical College of Alabama, Mobile, Ala.	18	.....	.....	18	.....	.....	.....	.....
53	Medical College of the Pacific, San Francisco, Cal.	26	.....	.....	26	.....	.....	.....	.....
54	Atlanta Medical College, Atlanta, Ga.	24	.....	.....	24	.....	.....	.....	.....
55	Rush Medical College, Chicago, Ill.	126	.....	.....	126	.....	.....	.....	.....
56	Woman's Hospital Medical College, Chicago, Ill.	7	.....	.....	7	.....	.....	.....	.....
57	Medical College of Evansville, Evansville, Ind.	21	.....	.....	21	.....	.....	.....	.....
58	Fort Wayne Medical College, Fort Wayne, Ind.	b40	.....	.....	b40	.....	.....	.....	.....
59	College of Physicians and Surgeons, Keokuk, Iowa.	e81	.....	.....	e81	.....	.....	.....	.....
60	Hospital College of Medicine, Louisville, Ky.	19	.....	.....	19	.....	.....	.....	.....
61	Kentucky School of Medicine, Louisville, Ky.	24	.....	.....	24	.....	.....	.....	.....
62	Medical department of the University of Louisville, Louisville, Ky.	71	.....	.....	71	.....	.....	.....	.....
63	Medical department of University of Louisiana, New Orleans, La.	65	.....	.....	55	d10	.....	.....	.....
64	College of Physicians and Surgeons, Baltimore, Md.	79	.....	.....	79	.....	.....	.....	.....
65	University of Maryland, Medical Department, Baltimore, Md.	53	.....	.....	53	.....	.....	.....	.....
66	Detroit Medical College, Detroit, Mich.	20	.....	.....	20	.....	.....	.....	.....
67	Kansas City College of Physicians and Surgeons, Kansas City, Mo.	9	.....	.....	9	.....	.....	.....	.....
68	Missouri Medical College, St. Louis, Mo.	102	.....	.....	102	.....	.....	.....	.....
69	St. Louis Medical College, St. Louis, Mo.	e59	.....	.....	e59	.....	.....	.....	.....
70	Medical department, University of Buffalo, Buffalo, N. Y.	42	.....	.....	42	.....	.....	.....	.....
71	Bellevue Hospital Medical College, New York, N. Y.	130	.....	.....	130	.....	.....	.....	.....
72	Woman's Medical College of the New York Infirmary, New York, N. Y.	7	.....	.....	7	.....	.....	.....	.....
73	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	32	.....	.....	32	.....	.....	.....	.....
74	Miami Medical College, Cincinnati, Ohio.	50	.....	.....	50	.....	.....	.....	.....
75	Cleveland Medical College, Cleveland, Ohio.	f27	.....	.....	f27	.....	.....	.....	.....
76	Columbus Medical College, Columbus, Ohio.	g50	.....	.....	g50	.....	.....	.....	.....
77	Starling Medical College, Columbus, Ohio.	26	.....	.....	26	.....	.....	.....	.....
78	Jefferson Medical College, Philadelphia, Pa.	203	.....	.....	203	.....	.....	.....	.....
79	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	17	.....	.....	17	.....	.....	.....	.....
80	Medical College of the State of South Carolina, Charleston, S. C.	b25	.....	.....	b25	.....	.....	.....	.....
81	Medical department, University of Nashville, Nashville, Tenn.	45	.....	.....	45	.....	.....	.....	.....
82	Nashville Medical College, Nashville, Tenn.	80	.....	.....	82	7	.....	.....	.....
83	Bennett Medical College, Chicago, Ill.	28	.....	.....	28	.....	.....	.....	.....
84	American Medical College, St. Louis, Mo.	35	.....	.....	35	.....	.....	.....	.....
85	Eclectic Medical College of the City of New York, New York, N. Y.	25	.....	.....	25	.....	.....	.....	.....

a Number of graduates reported.

b Includes 1 honorary M. D. and 29 special diplomas confirmatory of those granted by the Medical College of Fort Wayne, an institution which was replaced by the present college.

c 1 honorary M. D. was conferred.

d These are "master of pharmacy."

e Includes 4 ad eundem degrees.

f Includes 1 honorary degree.

g 7 are ad eundem degrees.

h Includes 2 "licentiate in pharmacy."

TABLE XV.—PART 2.—Degrees conferred in 1878 by professional schools, &c.—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
86	Eclectic Medical Institute, Cincinnati, Ohio.....	123	.....	.....	123	.....	.....	.....	.....
87	Chicago Homœopathic College, Chicago, Ill.....	a86	.....	.....	a86	.....	.....	.....	.....
88	Hahnemann Medical College, Chicago, Ill.....	100	.....	.....	100	.....	.....	.....	.....
89	Homœopathic Medical College of Missouri, St. Louis, Mo.....	b25	.....	.....	b25	.....	.....	.....	.....
90	Missouri School of Midwifery, St. Louis, Mo.....	c13	.....	.....	.....	.....	.....	.....	.....
91	New York Homœopathic Medical College, New York, N. Y.....	b39	.....	.....	b39	.....	.....	.....	.....
92	New York Medical College for Women, New York, N. Y.....	27	.....	.....	27	.....	.....	.....	.....
93	Pulte Medical College, Cincinnati, Ohio.....	33	.....	.....	33	.....	.....	.....	.....
94	Homœopathic Hospital College, Cleveland, Ohio.....	24	.....	.....	24	.....	.....	.....	.....
95	Hahnemann Medical College, Philadelphia, Pa.....	63	.....	.....	63	.....	.....	.....	.....
96	Baltimore College of Dental Surgery, Baltimore, Md.....	21	.....	.....	.....	21	.....	.....	.....
97	Boston Dental College, Boston, Mass.....	12	.....	.....	.....	12	.....	.....	.....
98	Missouri Dental College, St. Louis, Mo.....	8	.....	.....	.....	8	.....	.....	.....
99	New York College of Dentistry, New York, N. Y.....	11	.....	.....	.....	11	.....	.....	.....
100	Ohio College of Dental Surgery, Cincinnati, Ohio.....	24	.....	.....	.....	24	.....	.....	.....
101	Pennsylvania College of Dental Surgery, Philadelphia, Pa.....	80	.....	.....	.....	80	.....	.....	.....
102	Philadelphia Dental College, Philadelphia, Pa.....	41	.....	.....	.....	41	.....	.....	.....
103	Chicago College of Pharmacy, Chicago, Ill.....	14	.....	.....	.....	.....	14	.....	.....
104	Maryland College of Pharmacy, Baltimore, Md.....	22	.....	.....	.....	.....	22	.....	.....
105	Massachusetts College of Pharmacy, Boston, Mass.....	80	.....	.....	.....	.....	80	.....	.....
106	St. Louis College of Pharmacy, St. Louis, Mo.....	16	.....	.....	.....	.....	16	.....	.....
107	College of Pharmacy of the City of New York, New York, N. Y.....	65	.....	.....	.....	.....	65	.....	.....
108	Cincinnati College of Pharmacy, Cincinnati, Ohio.....	13*	.....	.....	.....	.....	13	.....	.....
109	Philadelphia College of Pharmacy, Philadelphia, Pa.....	118	.....	.....	.....	.....	118	.....	.....
110	National College of Pharmacy, Washington, D. C.....	d2	.....	.....	.....	.....	d2	.....	.....

a 55 of these are ad eundem.

b Includes 1 ad eundem.

c Doctor of midwifery.

d These are "doctor of pharmacy."*

TABLE XV.—PART 3.—Degrees conferred in 1878 by schools for the superior instruction of women.

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mis. Mus., Mistress of Music.]

Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
	In course.	Honorary.										
1	2	3	4	5	6	7	8	9	10	11	12	13
1 Florence Synodical Female College, Florence, Ala.	10	.....	.....	.....	.....	.....	5	5	.....	.....	.....	.....
2 Judson Female Institute, Marion, Ala...	13	.....	10	3	.....	.....	.....	.....	.....	.....	.....	.....
3 Marion Female Seminary, Marion, Ala...	a10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4 Alabama Central Female College, Tuscaloosa, Ala.	a9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5 Wesleyan Female College, Wilmington, Del.	19	.....	12	.....	.....	.....	.....	7	.....	.....	.....	.....
6 Dalton Female College, Dalton, Ga.	10	.....	.....	.....	.....	.....	.....	10	.....	.....	.....	.....
7 Monroe Female College, Forsyth, Ga.	8	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
8 Griffin Female College, Griffin, Ga.	12	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....
9 Wesleyan Female College, Macon, Ga.	46	.....	36	10	.....	.....	.....	.....	.....	.....	.....	.....
10 Highland College for Women, Highland Park, Ill.	b13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11 Illinois Female College, Jacksonville, Ill.	16	.....	.....	.....	.....	.....	9	7	.....	.....	.....	.....
12 St. Mary's School, Knoxville, Ill.	3	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 Immaculate Conception Academy, Davenport, Iowa.	c6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14 College of the Sisters of Bethany, Topeka, Kans.	.....	d1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15 Clinton College, Clinton, Ky.	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
16 Franklin Female College, Franklin, Ky.	e9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17 Liberty Female College, Glasgow, Ky.	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
18 Hamilton Female College, Lexington, Ky	c20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19 Lexington Female College, Lexington, Ky.	6	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
20 Millersburg Female College, Millersburg, Ky.	17	.....	.....	3	.....	.....	.....	14	.....	.....	.....	.....
21 Paducah Female College, Paducah, Ky.	5	.....	.....	4	.....	.....	.....	1	.....	.....	.....	.....
22 Logan Female College, Russellville, Ky.	2	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
23 Shelbyville Female College, Shelbyville, Ky.	6	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....
24 Stanford Female College, Stanford, Ky.	10	.....	4	.....	.....	.....	.....	6	.....	.....	.....	.....
25 Cedar Bluff Female College, Woodburn, Ky.	3	.....	.....	1	.....	.....	.....	1	.....	.....	1	.....
26 Silliman Female Collegiate Institute, Clinton, La.	3	.....	.....	.....	.....	.....	.....	3	.....	.....	.....	.....
27 Mansfield Female College, Mansfield, La.	9	.....	.....	2	.....	.....	.....	7	.....	.....	.....	.....
28 Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	7	.....	2	5	.....	.....	.....	.....	.....	.....	.....	.....
29 Baltimore Female College, Baltimore, Md	9	.....	2	1	.....	.....	.....	6	.....	.....	.....	.....
30 Frederick Female Seminary, Frederick, Md.	9	.....	.....	4	.....	.....	.....	5	.....	.....	.....	.....
31 Bennet Seminary, Minneapolis, Minn.	b2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32 Whitworth Female College, Brookhaven, Miss.	25	.....	.....	4	.....	.....	.....	21	.....	.....	.....	.....
33 Franklin Female College, Holly Springs, Miss.	8	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....
34 Meridian Female College, Meridian, Miss	2	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
35 Union Female College, Oxford, Miss.	11	.....	.....	6	.....	.....	.....	5	.....	.....	.....	.....
36 Chickasaw Female College, Pontotoc, Miss.	a6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
37 Lea Female College, Summit, Miss.	4	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	.....
38 Stephens Female College, Columbia, Mo.	10	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
39 Fulton Synodical Female College, Fulton, Mo.	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....
40 Independence Female College, Independence, Mo.	4	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
41 St. Louis Seminary, Jennings, Mo.	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
42 Baptist Female College, Lexington, Mo.	9	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....
43 Central Female College, Lexington, Mo.	7	.....	.....	.....	.....	.....	.....	7	.....	.....	.....	.....
44 Elizabeth Aull Female Seminary, Lexington, Mo.	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....

a With the degree of "full graduate."

b These are laureate degrees.

c Degrees not specified.

d The degree of D. D.

e Three are "graduate in science and literature," and six are "full graduate."

TABLE XV.—PART 2.—Degrees conferred in 1873 by schools, &c.—Continued.

	Institutions and locations.	All degrees.											
		In course.	Honorary.	A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
	1	2	3	4	5	6	7	8	9	10	11	12	13
45	Clay Seminary, Liberty, Mo.	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
46	St. Joseph Female College, St. Joseph, Mo.	6	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....
47	New Hampshire Conference Seminary and Female College, Tilton, N. H.	8	.....	.....	.....	.....	.....	4	4	.....	.....	.....	.....
48	Tilden Ladies' Seminary, West Lebanon, N. H.	a8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
49	Bordentown Female College, Bordentown, N. J.	6	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....
50	Pennington Seminary and Female Collegiate Institute, Pennington, N. J.	14	.....	.....	.....	.....	.....	.....	14	.....	.....	.....	.....
51	Greensboro' Female College, Greensboro', N. C.	12	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....
52	Chowan Baptist Female Institute, Murfreesboro', N. C.	b3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
53	Thomasville Female College, Thomasville, N. C.	6	.....	4	.....	.....	2	.....	.....	.....	.....	.....	.....
54	Cincinnati Wesleyan College, Cincinnati, Ohio.	23	.....	16	2	.....	.....	.....	.....	.....	.....	5	.....
55	Glendale Female College, Glendale, Ohio.	7	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	Irving Female College, Mechanicsburg, Pa.	4	.....	3	.....	.....	.....	.....	1	.....	.....	.....	.....
57	Pittsburgh Female College, Pittsburgh, Pa.	10	.....	2	.....	.....	.....	1	4	.....	.....	.....	.....
58	Bristol Female College, Bristol, Tenn.	b3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
59	Brownsville Female College, Brownsville, Tenn.	a4	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
60	Wesleyan Female College, Brownsville, Tenn.	d4	.....	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
61	Tennessee Female College, Franklin, Tenn.	b4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	Memphis Conference Female Institute, Jackson, Tenn.	18	.....	.....	2	.....	.....	.....	16	.....	.....	.....	.....
63	Cumberland Female College, McMinnville, Tenn.	5	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....
64	Murfreesboro' Female Institute, Murfreesboro', Tenn.	5	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....
65	Soule Female College, Murfreesboro', Tenn.	5	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....
66	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	42	.....	.....	42	.....	.....	.....	.....	.....	.....	.....	.....
67	Mary Sharp College, Winchester, Tenn.	20	.....	19	1	.....	.....	.....	.....	.....	.....	.....	.....
68	Young Ladies' School, Southwestern University, Georgetown, Tex.	b2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
69	Baylor Female College, Independence, Tex.	7	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....
70	Waco Female College, Waco, Tex.	6	.....	.....	.....	.....	.....	.....	6	.....	.....	.....	.....
71	Vermont Methodist Seminary and Female College, Montpelier, Vt.	2	.....	.....	.....	.....	.....	1	1	.....	.....	.....	.....
72	Martha Washington College, Abingdon, Va.	11	.....	10	.....	.....	.....	.....	.....	.....	.....	1	.....
73	Hollins Institute, Botetourt Springs, Va.	b3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
74	Roanoke Female College, Danville, Va.	b4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
75	Marion Female College, Marion, Va.	a5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76	Southern Female College, Petersburg, Va.	b1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
77	Richmond Female Institute, Richmond, Va.	6	.....	.....	3	.....	.....	.....	3	.....	.....	.....	.....
78	Broadus Female College, Clarksburg, W. Va.	3	.....	b2	.....	.....	.....	.....	a1	.....	.....	.....	.....
79	Milwaukee College, Milwaukee, Wis.	12	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....

a Degrees not specified.

b With the degree of "full graduate."

c Includes 1 B. E.

d Includes 2 "graduate in French."

e "English graduate."

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1878; from replies to inquiries by the United States Bureau of Education.

[Explanations of abbreviations: Sch., school; Soc'l, social; Med., medical; Sci., scientific; Hist., historical; Pub., public; Y. M. C. A., Young Men's Christian Association; Mis., miscellaneous.]

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Books, periodicals, and binding.	Yearly expenditure.
									Amount of permanent fund.	Total yearly income from all sources.		
1	2	3	4	5	6	7	8	9	10	11	12	13
1	Enfanta Library Society.....	William R. Cobb.....	1878	Sub.	Soc'l.....	834	834	1,470	\$0	\$867	\$581	\$250
2	Byron Library.....	James C. Woodburn.....	1877	Sub.	Mis.....	325	110	32,823		250	858	1,256
3	Deaenr Public Library.....	Richard L. Evans.....	1875	Free	Pub.....	3,578	560			2,114		
4	Yates City School and Public Library.....	W. L. Steele.....	1878	Sub.	{ Sch. Pub. }	388	388	1,099	0	54	47	6
5	Abbot Public Library.....	Mary G. Brown.....	1878	Free	Pub.....	4,510	1,189	39,737	15,000	1,166	1,716	1,296
6	Public Library.....	George E. Ricker.....	1876	Free	Pub.....	2,500	125	16,500	0	300	(200)	
7	Jackson State Prison.....	Marion Smith, supt.....	1844	Mis.....	Mis.....	300	0					
8	Vineand Public Library.....	J. B. Dufey.....	1876	Sub	Pub.....	1,768	79					
9	Free Reading Room and Library.....	Rev. John Campbell.....	1869	Free	Mis.....	1,900	100		0			600
10	Library of the American Chemical Society.....	E. Waller, ph. D.....	1877	(a)	Sci.....	365						
11	Library of the Chapin Home.....	A. E. Wise, matron of home.....			Mis.....	415						
12	Somers Library.....	Margaret Patterson.....	1875	Sub	Soc'l.....	396	74	800		73	57	16
13	Woodstock Library Association.....	L. C. Herrick, m. d.....	1874	Sub	Mis.....	320	74	1,064	0	154	95	37
14	Library of Western Pennsylvania Hospital.....	J. A. Reed, m. d., superintendent.....		Free	Mis.....	800						
15	Library of Franklin Lodge No. 3, A. O. U. W.....	John A. McGiffin.....	1874	Free		545	52	766	0	0	16	9
16	Dauphin County Historical Society.....	John B. Linn, A. M., and Wm. H. Eggle, m. A., M. D.,	1867	Free	Hist.....		602					
17	Libraries of Pennsylvania State Lunatic Hospital.....	John Curwen.....		{ Med. Mis. }		62,200						

b Seven hundred volumes are in the medical library.

a Free to members of the American Chemical Society.

TABLE XVI.—Statistics of additional public libraries numbering each 300 volumes or upwards for 1878, &c.—Continued.

Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Yearly expenditure.	
									Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
1	2	3	4	5	6	7	8	9	10	11	12	13
18 Pennsylvania Institution for Feeble-Minded Children. <i>a</i>	Media, Pa.	Miss Carrie J. Wetherbee	1869			1,100		61,560	\$0			(\$150)
19 Newport Historical Society	Newport, R. I.	James Eddy Mauran	1853	Sub.	Hist.	500		1,952				
20 Hope Library	Scituate, R. I.	Aaron J. Allen	1877	Free	Mis.	429		3,000			\$7	\$26
21 Florence Library Association	Florence, S. C.	Belton O'Neal Townsend	1878	Sub.	Mis.	1,037	607	850	0	\$235	75	160
22 Crystal Lodge No. 75, I. O. G. T.	Neenah, Wis.	W. B. M. Torrey	1871	Free		411	1					

a There are two libraries connected with this institution: Children's Library and House Library.*b* For Children's Library only.

List of libraries reporting themselves as too small to enter the above classification.

Name.	Location.	Name.	Location.	Name.	Location.
Cloverdale Library Association	Cloverdale, Cal.	Lambertville Library	Lambertville, Mich.	Congress Library	Van Wert, Ohio.
Rockton Library	Rockton, Ill.	St. Patrick's Library Association	Jersey City Heights, N. J.	Blairsville Y. M. C. A. Library	Blairsville, Pa.
Salem Library Association	Salem, Ill.	Library of Floral Society	Vineland, N. J.	Hon. Library	New Enterprise, Pa.
Manhattan Institute	Manhattan, Kans.	Sonyea Shaker Library	Sonyea, N. Y.	Y. M. C. A. Library	Marion, S. C.
Baltimore Chapter, American Institute of Architects.	Baltimore, Md.	Historical and Geographical Society.	Toledo, Ohio.	Fox Lake Library	Fox Lake, Wis.
Library of Social Turnverein	Detroit, Mich.			West Virginia Historical Society	Morgantown, W. Va.
				National College of Pharmacy	Washington, D. C.

TABLE XVII.—Statistics of schools and asylums for feeble-minded children for 1878; from replies to inquiries by the United States Bureau of Education.

NOTE.—x signifies that the branches indicated are taught.

Name.	Location.	Date of establishment.	Superintendent.	Number of instructors and other employes.	Number of inmates.			Branches taught.								Income.	Expenditure.	
					Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1 Connecticut School for Imbeciles.....																		
2 Illinois Asylum for Feeble-Minded Children...	Lakeville, Conn.	1858	H. M. Knight, M. D.	14	131	100	231	a x	x x	x x	x x	x x	x	x	x	205	\$14,975	\$14,975
3 Iowa State Asylum for Feeble-Minded Children	Lincoln, Ill.	1865	Charles T. Wilbur, M. A., M. D.	56	131	100	231	b x	x x	x x	x x	x x	x	x	x	205	58,000	(c)
4 Kentucky Institute for Educating and Train- ing Feeble-Minded Children.	Glenwood, Iowa. 1876	1876	O. W. Archibald, M. D.	22	70	60	130	....	d x	x x	x x	x x	x	x	x	4	21,300	21,300
5 Private Institution for the Education of Feeble- Minded Youth.	Frankfort, Ky. ..	1860	J. Q. A. Stewart, M. D.	25	67	60	127	....	x	x x	x x	x x	x	x	x	....	26,000	26,000
6 Massachusetts School for Idiotic and Feeble- Minded Youth.	Barre, Mass.	1848	George Brown, M. D.	49	53	21	74	....	x	x	x	x	x	x	x	140	....	35,689
7 Hillside School for Backward and Feeble Chil- dren.	Boston, Mass. (723 Eighth st.).	1848	Edward Jarvis, M. D.	20	49	41	90	....	x	x	x	x	x	x	x	....	18,000	18,000
8 Idiot Asylum, Randall's Island*.....	Fayetteville, Mass. .	1870	Mesdames Knight and Green.	8	6	1	7	f x	x	x	x	x	x	x	x	12	....	....
9 New York Asylum for Idiots*.....	New York, N. Y.	1868	Mary C. Dunphy	4	88	61	149	x	x	x	x	x	x	x	(g)	53	....	....
10 Ohio Institution for the Education of Imbecile Youth.	Syracuse, N. Y. .	1851	Hervey B. Wilbur, M. D.	56	148	119	267	....	x	x	x	x	x	x	x	....	46,810	47,967
11 Pennsylvania Training School for Feeble- Minded Children.	Columbus, Ohio. 1857	1857	G. A. Doren, M. D.	100	303	209	512	....	....	....	....	....	....	....	....	*201	94,904	78,670
	Media, Pa.	1852	Isaac N. Korlin, M. D.	68	195	114	309	(h)	x	x	x	x	x	x	x	*458	50,191	53,922

* From Report of the Commissioner of Education for 1877.

a Articulation is also taught.

b Sewing, calisthenics, and vocal music are also taught.

c About \$200 per capita.

d Kindergarten instruction and calisthenic exercises are also given.

e Income and expenditure a month.

f Painting, calisthenics, and first sawing are also taught.

g Also mat making for boys and sewing for girls.

h Farming, domestic work, and industrial trades are also taught.

TABLE XVIII. — Statistics of institutions for the deaf and dumb for 1878; from replies to inquiries by the United States Bureau of Education.

Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-mutes.	Total.	Males.	Females.
1	2	3	4	5	6	7	8	9	10
1 Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala.	1860	State	J. H. Johnson, M. D.	5	0	55	30	25
2 Arkansas Deaf-Mute Institute.	Little Rock, Ark.	1868	State	H. C. Hammond	3	0	47	27	20
3 Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal.	1860	State	Warring Wilkinson, M. A.	6	0	103	67	36
4 Institute for the Education of the Mute and Blind.	Colorado Springs, Colo.	1874	State	James P. Ralston	2	1	29	13	16
5 American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn.	1816	B'd of directors	Job Williams	16	1	258	156	102
6 Whipple's Home School for Deaf-Mutes.	Mystic River, Conn.	1869	Private	Zerah C. Whipple	3	0	15	12	3
7 Georgia Institution for the Deaf and Dumb.	Cave Spring, Ga.	1846	B'd of trustees	W. O. Connor	4	2	73	37	36
8 Chicago Day School for Deaf-Mutes.	Chicago, Ill.	1874	B'd of education	Rev. P. A. Emery, M. A., D. D.	2	1	27	22	5
9 Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill.	1839	State	Philip G. Gillett, LL. D.	21	a3	516	299	217
10 Indiana Institution for Educating the Deaf and Dumb.	Indianapolis, Ind.	1844	State	Thomas MacIntire, M. D.	17	4	379	220	159
11 Iowa Institution for the Deaf and Dumb.	Council Bluffs, Iowa	1855	State	Moses Folsom, superintendent	8	b4	143	81	62
12 Kansas Institution for the Education of the Deaf and Dumb.	Olathe, Kans.	1866	State	G. L. Wyckoff, acting superintendent.	5	0	109	55	54
13 Kentucky Institution for the Deaf and Dumb.	Danville, Ky.	1823	State	David C. Dudley, jr.	5	1	90	45	45
14 Louisiana Institution for the Education of the Deaf and Dumb.	Baton Rouge, La.	1852	Trustees	John A. McWhorter, A. M.	3	0	40	24	16
15 Portland Day School for the Deaf.	Portland, Me.	1876	City	Miss Ellen L. Barton	2	0	12	5	7
16 Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (92 South Broadway)	1872	.....	F. D. Morrison	2	1	17	10	7
17 Mr. Knapp's School.	Baltimore, Md.	1877	.....	Frederick Knapp	2	.....	16	10	6
18 Maryland Institution for the Education of the Deaf and Dumb.	Frederick, Md.	1867	State	Charles W. Ely, M. A.	8	1	110	71	39

19	Hornace Mann School for the Deaf.....	Boston, Mass. (63 Warren- ton st.).	1869	School board.....	Miss Sarah Fuller	8	0	82	37	45
20	Clacko Institution for Deaf-Mutes.....	Northampton, Mass.....	1867	Priv. corporat'n.....	Harriet B. Rogers.....	9	1	91	45	46
21	Michigan Institution for the Deaf and Dumb and the Blind.....	Flint, Mich.....	1854	State.....	J. W. Parker.....	411	2	203	105	38
22	German Lutheran Asylum.....	Norris, Mich.....	1873	State.....	Rev. G. Speckhard.....	2	...	34	22	12
23	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.....	Faribault, Minn.....	1863	State.....	J. L. Noyes, A. M., superintendent.	6	3	108	72	36
24	Mississippi Institution for the Deaf and Dumb.....	Jackson, Miss.....	1856	State.....	Charles H. Talbot.....	3	1	52	21	31
25	Missouri Institution for the Education of the Deaf and Dumb.*	Fulton, Mo.....	1851	State.....	William D. Kerr, A. M.....	11	2	230	137	103
26	St. Louis Day School.....	St. Louis, Mo.....	1878	State.....	J. A. Gillespie.....	4	0	56	30	26
27	Nebraska Institute for the Deaf and Dumb.....	Omaha, Nebr.....	1869	State.....	Mrs. A. M. Kelsey.....	1	...	3	1	2
28	Cayuga Lake Academy.....	Aurora, N. Y.....	1871	Sisters of St. Joseph.	Sr. Mary Anne Burke.....	10	...	132	73	59
29	Le Contreux St. Mary's Institution for Education of Deaf-Mutes.....	Bufilelo, N. Y. (125 Edward st.).	1853	Directors.....	Madame Victorine Doucher.....	15	1	192	68	124
30	St. Joseph's Institute for Improved Instruction of Deaf-Mutes.....	Fontham, N. Y.....	1869	Trustees.....	David Greenberger.....	12	0	117	65	52
31	Institution for the Improved Instruction of Deaf- Mutes.....	New York, N. Y. (1511 Broadway).	1867	Directors.....	Isaac Lewis Peet, LL. D.....	20	4	507	310	197
32	Institution for the Education of the Deaf and Dumb.*	New York, N. Y. (Station M).	1817	Trustees.....	Z. F. Westervelt.....	7	0	93	55	38
33	Western New York Institution for Deaf-Mutes*.....	Rochester, N. Y.....	1876	Trustees.....	Edward Beverly Nelson, A. B.....	8	4	131	75	56
34	Central New York Institution for Deaf-Mutes.....	Rome, N. Y.....	1875	Directors.....	Hezekiah A. Gudgeon.....	415	2	456	479	477
35	North Carolina Institution for the Deaf and Dumb and the Blind.....	Raleigh, N. C.....	1849	E'd of educat'n State.....	R. P. McGregor.....	2	2	36	21	15
36	Cincinnati Day School for Deaf-Mutes.....	Cincinnati, Ohio.....	1875	State.....	G. O. Fay, M. A.....	25	4	517	233	224
37	Ohio Institution for the Education of the Deaf and Dumb.....	Columbus, Ohio.....	1827	State.....	Rev. P. S. Knight.....	3	1	28	15	13
38	Oregon Institution for Deaf and Dumb*.....	Salem, Oreg.....	1870	School board.....	Miss Mary Welsh.....	20	1	378	221	157
39	Brie Day School.....	Erie, Pa.....	1874	Directors.....	Joshua Foster.....	7	2	84	54	30
40	Pennsylvania Institution for the Deaf and Dumb.....	Philadelphia, Pa.....	1821	State.....	James H. Logan, M. A.....	3	...	10	(10)	...
41	Western Pennsylvania Institution for the Instruc- tion of the Deaf and Dumb.....	Turtle Creek, Pa.....	1876	State.....	Joseph W. Homer.....	41	...	441	...	...
42	School for the Deaf.....	Providence, R. I.....	1877	State.....	N. F. Walker.....	3	...	...	...	...
43	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.....	Cedar Spring, S. C.....	1849	Trustees.....	Joseph H. James, A. B.....	6	0	108	68	40
44	Tennessee School for Deaf and Dumb.....	Knoxville, Tenn.....	1845	State.....	Henry E. McCulloch, supt.....	4	1	68	43	25
45	Texas Institution for the Education of the Deaf and Dumb.....	Austin, Tex.....	1856	State.....	Charles D. McCoy.....	9	1	102	60	42
46	Virginia Institution for the Deaf and Dumb and the Blind.....	Staunton, Va.....	1839	Regents.....	J. C. Covell.....	5	1	66	39	27
47	West Virginia Institution for the Deaf and Dumb and the Blind.....	Romney, W. Va.....	1870	...	...	...	...	...	...	...

d For both departments.
e For two years.

b Two of these are mutes.
c These statistics are from a return for 1876, the
latest information received from this institution.

* From Report of the Commissioner of Education
for 1877.
a These are deaf-mutes.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1878, &c.—Continued.*

Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
					Total number.	Number of semi-mutes.	Total.	Males.	Females.
1	2	3	4	5	6	7	8	9	10
48 Wisconsin Institute for the Deaf and Dumb.....	Delavan, Wis.....	1852.....	State.....	W. H. DeMotte, LL. D.....	10.....	2.....	180.....	104.....	76.....
49 Wisconsin Phonological Institute for Deaf-Mutes.....	Milwaukee, Wis.....	1876.....	Directors.....	Prof. Adam Stettner.....	4.....	0.....	20.....	12.....	8.....
50 St. John's Catholic Institution.....	St. Francis Station, Wis.....	1876.....	Corporate.....	Rev. Theo. Bruener.....	3.....	.....	55.....	35.....	20.....
51 Columbia Institution for the Deaf and Dumb.....	Washington, D. C.....	1857.....	National.....	E. M. Gallaudet, ph. D., LL. D., pres't	11.....	4.....	117.....	106.....	11.....
52 National Deaf-Mute College ^a	Washington, D. C.....	1864.....		E. M. Gallaudet, ph. D., LL. D., pres't	.....	.....	.....	.....	.....

^a See Table IX.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1878, &c.—Continued.*

NOTE.—x indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.								Library.		Property, income, &c.					Expenditure for the year.
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.	Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1 Alabama Institution for the Deaf and Dumb, the Blind.	5	141	2	....	x	....	x	....	x	0	0	0	500	....	97	\$40,000	\$15,000	\$0	\$13,000
2 Arkansas Deaf-Mute Institute.	3½	135	1	....	x	....	....	....	....	0	0	0	100	25	92	35,000	64,000	0	\$19,155
3 Institution for the Deaf and Dumb and the Blind.	....	201	3	3	x	x	x	....	x	0	0	0	....	....	130	\$250,000	\$36,000	1,050	\$42,848
4 Institute for the Education of the Mute and Blind.	3	33	0	....	x	x	....	....	....	0	0	0	60	45	13	12,000	7,000	0	6,500
5 American Asylum for the Education of the Deaf and Dumb.	5½	2,183	....	....	x	x	....	....	....	0	x	....	2,300	....	28	250,000	....	....	52,743
6 Whipple's Home School for Deaf-Mutes.	....	44	0	x	x	....	....	....	....	0	....	....	....	....	37	....	....	4,000	....
7 Georgia Institution for the Deaf and Dumb.	....	285	4	....	x	x	....	....	....	0	0	0	1,000	....	43	30,000	12,000	0	15,000
8 Chicago Day School for Deaf-Mutes.	....	58	....	....	x	....	....	....	....	0	0	0	....	....	0	....	....	....	....
9 Illinois Institution for the Education of the Deaf and Dumb.	6-7	1,270	....	....	x	x	....	....	x	0	x	x	3,000	300	46	350,000	79,000	....	79,000
10 Indiana Institution for Educating the Deaf and Dumb.	6½	1,211	....	....	x	....	....	....	x	x	x	0	3,200	100	108	488,190	61,000	0	62,995
11 Iowa Institution for the Deaf and Dumb.	7	516	2	....	x	....	....	....	x	0	0	0	900	80	90	100,000	\$25,000	....	....
12 Kansas Institution for the Education of the Deaf and Dumb.	4	207	1	....	x	....	....	....	x	0	x	x	150	0	176	41,027	16,150	0	16,150
13 Kentucky Institution for the Deaf and Dumb.	6	688	12	....	x	x	....	x	x	x	x	0	1,200	30	60	125,000	20,000	0	....
14 Louisiana Institution for the Education of the Deaf and Dumb.	5	218	4	....	x	x	x	x	0	0	....	....	300	0	10	225,000	15,000	0	8,000
15 Portland Day School for the Deaf.	....	14	0	....	x	....	....	....	....	0	0	0	0	0	0	....	1,225	480	1,500
16 Institution for the Colored Blind and Deaf-Mutes.	8	22	0	....	x	....	....	....	0	0	0	0	0	0	0	\$20,000	\$8,000	0	\$8,561

* From Report of the Commissioner of Education for 1877.
a For both departments.
b For salaries and \$150 per capita for subsistence.
c For two years ending September 30, 1878.
d Algebra, geometry, and trigonometry are also taught.
e Printing and drawing are also taught.
f Drawing is taught.
g Also \$40,000 for building.
h These statistics are from a return for 1876, the latest information received from this institution.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for 1878, &c.—Continued*

NOTE.—× indicates an affirmative answer and also the branches taught.

Name.	Average number of years spent in institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.								Library.		Property, income, &c.					Expenditure for the year.
				Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.	Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	
1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
17 Mr. Knapp's School.....	4	16	3		×				0	0	×	0	2,000		10	\$250,000	\$25,000	\$175	\$23,632
18 Maryland Institution for the Education of the Deaf and Dumb.....	4	210	0																
19 Horace Mann School for the Deaf.....	157	0	0		×				0	0	0	0	684	60	11	90,000	14,250	3,095	35,543
20 Clarke Institution for Deaf-Mutes.....	166	0	×		×		×		0	×	×	×	61,200	50	87	643,134	643,500		643,579
21 Michigan Institution for the Deaf and Dumb and the Blind.....	6675				×				0	0	×	×							
22 German Lutheran Asylum.....		2	2		×				0	0	×	×	850	25	54	13,000	21,000	0	1,574
23 Minnesota Institution for the Education of the Deaf and Dumb and the Blind.....	4½	212	1	×	×				×	0	0	0	200	150	7	50,000	15,000	105	20,898
24 Mississippi Institution for the Deaf and Dumb.....	5	538	5		×				×	0	0	0	600	0	50	105,000	40,500	0	14,500
25 Missouri Institution for the Education of the Deaf and Dumb.*.....	5																		82,711
26 St. Louis Day School.....																			
27 Nebraska Institute for the Deaf and Dumb.....	5	90	0	×	×		×			0	0	0	436	100	20	35,000	13,062	0	8,890
28 Cayuga Lake Academy.....	12			×									2,789			13,000			
29 Le Contoux St. Mary's Institution for Education of Deaf-Mutes.....	6				×								250		1	48,000	426,209	1,499	30,622
30 St. Joseph's Institute for Improved Instruction of Deaf-Mutes.....		204		×	×				×	0	0	0	300		52	106,450	7,769		
31 Institution for the Improved Instruction of Deaf-Mutes.....	5½	189	0	×	×	×			0	0	0	0	483	22	0	210,000		31,254	28,818
32 Institution for the Instruction of the Deaf and Dumb.....	8	2,689	72	×	×	×	×	×	×	0	×	×	3,420	150	28	500,000	88,646	963,427	159,564
33 Western New York Institution for Deaf-Mutes*.....	91			×	×					0	0	0			(h)	(h)	48,699	16,083	17,407

34	Central New York Institution for Deaf-Mutes.....	8-12	370	8	.....	x	x	x	.....	0	0	0	0	100	.....	63	9,898	84,618	29,315
35	North Carolina Institution for the Deaf and Dumb and the Blind.....	8	.....	.....	.....	x	x	x	.....	x	x	x	x	6600	(j)	7	675,000	642,000	640,000
36	Cincinnati Day School for Deaf-Mutes.....	33	44	.....	.....	x	x	x	.....	0	0	0	0	0	.....	0	.....	.....	.....
37	Ohio Institution for the Education of the Deaf and Dumb.....	33	1,713	.....	.....	x	x	x	.....	0	0	0	0	2,500	100	10	500,000	83,000	96,700
38	Oregon Institution for Deaf and Dumb*.....	.....	43	0	.....	.....	x	x	.....	0	0	0	0	0	.....	0	0	6,000	0
39	Eric Day School.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	5,000	.....	2	500,000	71,400	480,555
40	Pennsylvania Institution for the Deaf and Dumb.....	53	1,836	12	.....	x	x	x	.....	0	0	0	0	40	.....	10	13,850	16,000	12,004
41	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.....	.....	102	0	.....	x	x	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
42	School for the Deaf.....	.....	.....	.....	x	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.....	.....	6200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	650,000	66,000	.....
44	Tennessee School for Deaf and Dumb.....	33	.....	0	.....	x	x	x	.....	x	0	0	0	150	50	7	125,000	24,561	24,561
45	Texas Institution for the Education of the Deaf and Dumb.....	23	163	0	.....	x	x	x	.....	x	0	0	0	400	100	57	40,000	14,720	14,720
46	Virginia Institution for the Deaf and Dumb and the Blind.....	7	485	.....	.....	.....	x	x	.....	.....	0	x	0	61,700	.....	40	6175,000	635,000	655,103
47	West Virginia Institution for the Deaf and Dumb and the Blind.....	6	137	0	.....	x	x	x	.....	.....	0	0	0	320	0	14	670,000	628,000	627,537
48	Wisconsin Institute for the Deaf and Dumb.....	5	521	3	.....	.....	x	x	.....	.....	0	x	0	1,000	100	33	100,000	30,000	30,000
49	Wisconsin Phonological Institute for Deaf-Mutes.....	8	20	.....	.....	.....	x	x	.....	.....	.....	.....	.....	.....	.....	.....	1,800	3,641	3,641
50	St. John's Catholic Institution.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
51	Columbia Institution for the Deaf and Dumb.....	6	559	34	x	x	x	x	x	x	x	x	x	2,150	.....	100	650,000	1120,025	6129,273
52	National Deaf-Mute College <i>p</i>.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*From Report of the Commissioner of Education for 1877.

a Also higher mathematics and languages.

b For both departments.

c Drawing is taught.

d Includes an appropriation of \$11,234 from counties in New York, also \$1,275 from State of New Jersey.

e Value of apparatus.

f Also natural history, book-keeping, geometry, algebra, moral philosophy, and Latin.

g Income from all sources other than State appropriation.

h Nine and a half acres leased; value of property leased building.

i Includes board.

j Also \$7,383 from counties.

k \$250 were expended in books

k \$10,000 of this were invested in two scholarships.

l Drawing and callisthenics are also taught.

m Congressional appropriation, of which \$72,625 were for building.

n Includes board.

o \$71,996 were for building.

p See Table LX.

TABLE XIX.—*Statistics of institutions for the blind for 1878; from*

NOTE.— × indicates the employment taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employes.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala. .	1866	J. H. Johnson	State	2
2	Arkansas Institute for the Blind.	Little Rock, Ark.	1859	Otis Patten	State	13
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal. . . .	1860	Warring Wilkin- son, M. A.	State	8
4	Institute for the Education of the Mute and Blind. <i>d</i>	Colorado Springs, Colo.	1876	J. P. Kallstin	State . . . . .	...
5	Georgia Academy for the Blind. .	Macon, Ga.	1852	W. D. Williams, A. M.	State	6
6	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	F. W. Phillips, M. D.	State	24
7	Indiana Institute for the Education of the Blind.	Indianapolis, Ind.	1847	Wm. H. Church- man.	State	30
8	Iowa College for the Blind	Vinton, Iowa. . . .	1853	Rev. Robert Caro- thers.	State	28
9	Kansas Institution for the Education of the Blind.	Wyandotte, Kans.	1867	Geo. H. Miller. . . .	State	12
10	Kentucky Institution for the Education of the Blind.	Louisville, Ky. . . .	1842	B. B. Huntoon. . . .	State	25
11	Louisiana Institution for Education of the Blind and the Industrial Home for the Blind.	Baton Rouge, La.	1871	P. Lane	State	5
12	Institution for the Colored Blind and Deaf-Mutes. <i>*</i>	Baltimore, Md. . . .	1872	Frederick D. Mor- rison.	Corporation . .	8
13	Maryland Institution for the Instruction of the Blind.	Baltimore, Md. . . .	1853	Frederick D. Mor- rison.	Corporation . .	9
14	Perkins Institution and Massachusetts School for the Blind.	Boston, Mass.	1829	M. Anagnos	Corporation . .	74
15	Michigan Institution for the Education of the Deaf and Dumb and the Blind.	Flint, Mich.	1854	J. W. Parker	State	11
16	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	1865	J. J. Dow, principal	State	9
17	Mississippi Asylum for the Blind.	Jackson, Miss. . . .	1852	W. S. Langley	State	7
18	Missouri Institution for the Education of the Blind. <i>*</i>	St. Louis, Mo.	1850	James McWork- man, M. D.	State	7
19	Nebraska Institution for the Blind.	Nebraska City, Nebr.	1875	J. B. Parmelee	State	9
20	New York State Institution for the Blind.	Batavia, N. Y. . . .	1868	Rev. A. D. Wilbor, D. D.	State	40
21	New York Institution for the Blind. <i>*</i>	New York, N. Y.	1831	Wm. B. Wait.	Corporation . .	61
22	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C. . . .	1849	Hezekiah A. Gud- ger.	State	(a)
23	Ohio Institution for the Education of the Blind.	Columbus, Ohio . .	1837	G. L. Smead, M. A. .	State	56
24	Oregon Institute for the Blind . .	Salem, Oreg.	1872	Mrs. J. C. Dawne, A. M.	State	2
25	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa.	1833	William Chapin, A. M.	Corporation . .	38
26	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C.	1849	N. F. Walker.	State	14
27	Tennessee School for the Blind . .	Nashville, Tenn.	1846	J. M. Sturtevant . .	State and cor- poration.	15
28	Texas Institution of Learning for the Blind.	Austin, Tex.	1858	Frank Rainey.	State	11
29	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va.	1839	Charles D. McCoy.	State	7
30	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va. . .	1870	J. C. Covell.	State	2
31	Wisconsin Institution for the Education of the Blind.	Janesville, Wis. . .	1850	Mrs. Sarah F. C. Little, M. A.	State	21

* From Report of the Commissioner of Education for 1877.

a See Table XVIII.

b Music is taught.

c For both departments.

d Department for the blind not yet opened.

e Includes value of furniture.

f Basket making is also taught.

replies to inquiries by the United States Bureau of Education.

0 signifies none; indicates no answer.

7	8	9	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
0	11	30	....	x	....	x	....	....	50	20	(a)	(a)	.....	.....	(a)	1
5	32	130	x	x	x	x	....	x	600	.....	\$30,000	\$11,000	\$778	\$9,991	\$10,021	2
0	27	95	(b)	....	....	....	....	....	....	....	(a)	(a)	0	c36,000	(a)	3
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4
4	58	182	x	x	....	x	....	x	600	100	80,000	13,500	125	10,250	9,802	5
....	123	598	x	x	x	....	....	....	993	....	129,193	29,750	31,505	....	29,670	6
3	110	596	x	x	x	....	x	x	1,838	.....	c330,000	30,000	.....	32,800	31,405	7
8	110	400	f x	x	x	x	....	x	600	.....	285,000	24,466	540	27,071	24,134	8
2	47	116	x	(g)	....	....	....	....	147	42	30,000	10,240	0	10,240	10,200	9
7	89	402	x	x	x	x	....	x	1,200	150	90,000	19,920	.....	28,966	18,715	10
3	28	45	x	x	....	x	x	x	100	5	h1,000	10,000	857	8,046	7,958	11
2	14	29	x	....	....	....	....	x	21	4	(a)	(a)	c300	c8,300	(a)	12
3	53	210	x	....	....	x	....	x	254	31	255,000	12,525	5,130	17,655	22,959	13
33	123	960	x	x	x	x	x	x	2,540	140	299,654	30,000	16,670	66,123	65,440	14
....	47	....	f x	....	....	....	....	....	(a)	(a)	(a)	(a)	.....	.....	(a)	15
2	21	42	....	x	x	....	....	x	360	23	25,000	6,000	0	.....	.....	16
....	....	....	x	x	....	x	....	....	....	....	....	....	....	....	....	17
2	108	....	x	x	x	....	....	x	....	....	100,000	21,000	0	.....	.....	18
2	23	35	x	x	x	....	....	x	100	100	18,000	8,700	.....	8,700	3,836	19
34	189	425	x	....	x	....	x	x	1,183	74	332,250	40,000	6,263	46,263	47,690	20
9	197	1,263	....	x	x	x	x	x	600	.....	359,702	50,321	7,952	198,276	191,871	21
....	i107	....	x	x	....	x	....	....	(a)	(a)	(a)	(a)	.....	.....	(a)	22
6	178	1,000	x	x	x	x	....	x	....	....	500,000	.....	.....	.....	40,553	23
....	12	18	....	....	x	....	....	x	400	20	h500	2,000	.....	2,000	2,000	24
19	200	1,006	j x	x	x	x	....	....	950	150	200,000	43,500	6,033	63,844	57,690	25
1	c41	c200	....	....	....	....	....	....	....	....	....	(a)	.....	.....	.....	26
7	52	221	x	x	x	x	x	x	1,431	.....	88,400	14,500	9	14,511	15,641	27
0	60	....	k x	x	x	....	....	x	....	....	40,000	19,080	0	19,080	18,769	28
2	35	232	x	x	....	x	....	....	(a)	....	(a)	(a)	.....	c36,282	(a)	29
1	21	48	x	....	....	x	....	....	100	....	(a)	(a)	(a)	.....	(a)	30
2	90	278	l x	x	x	....	....	x	1,050	90	155,000	18,500	.....	19,017	18,573	31

g Brush and hat making are also taught.

h Value of apparatus.

i For two years.

j Basket making and carpet weaving are also taught.

k Telegraphy is also taught.

l Carpet weaving is also taught.

TABLE XX.—Statistics of reform schools for 1878;

	Name.	Location.	Date of establishment.	Control.
	1	2	3	4
1	Connecticut Industrial School for Girls....	Middletown, Conn	1870	Private, aided by State
2	State Reform School.....	West Meriden, Conn..	1854	State
3	Chicago Industrial and Reform School	Chicago, Ill	1863	Roman Catholic.....
4	House of the Good Shepherd	Chicago, Ill	1859	Roman Catholic.....
5	Illinois State Reform School.....	Pontiac, Ill	1871	State
6	Illinois Industrial School for Girls	South Evanston, Ill	1877	Municipal
7	House of the Good Shepherd	Indianapolis, Ind	1873	Sisters of the Good Shepherd.
8	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind	1873	State
9	House of Refuge	Plainfield, Ind	1868	State
10	Iowa Reform School*	Eldora, Iowa	1868	State
11	Girls' department of the Iowa Reform School.	Mt. Pleasant, Iowa....	1873	State
12	House of Refuge	Louisville, Ky	1865	Municipal
13	St. Alphonsus' House of Mercy.....	New Orleans, La		Roman Catholic.....
14	Maine State Reform School.....	Portland, Me	1850	State
15	House of Refuge	Baltimore, Md	1855	State, municipal, and private.
16	House of Reformation and Instruction for Colored Children.*	Cheltenham, Md	1872	State and municipal ..
17	Maryland Industrial School for Girls	Orange Grove, Md	1866	Directors
18	House of Industry	Boston, Mass		Municipal
19	House of Reformation*	Boston, Mass	1859	Municipal
20	Marcella Street Home	Boston, Mass	1877	Municipal
21	Penitent Female's Refuge.....	Boston, Mass	1819	.....
22	Truant School*	Boston, Mass	1877	Municipal
23	Truant School	Cambridge, Mass		Municipal
24	State Industrial School for Girls	Lancaster, Mass	1855	State
25	Lawrence Industrial School	Lawrence, Mass	1873	Municipal
26	House of Reformation for Juvenile Offenders	Lowell, Mass	1844	Municipal
27	State Primary School	Monson, Mass	1854	State
28	Plummer Farm School	Salem, Mass	1870	Private
29	Truant School	Springfield, Mass		Municipal
30	State Reform School	Westborough, Mass....	1848	State
31	Worcester Truant Reform School	Worcester, Mass	1853	Municipal
32	Detroit House of Correction	Detroit, Mich	1860	Municipal
33	State House of Correction.....	Ionia, Mich	1877	State
34	State Reform School	Lansing, Mich	1856	State
35	Minnesota State Reform School.....	St. Paul, Minn	1868	State
36	House of Refuge	St. Louis, Mo	1854	Municipal
37	State Reform School	Manchester, N. H.	1854	State
38	St. Francis Catholic Protectory	Denville, N. J .....		.....
39	New Jersey State Reform School.....	Jamesburg, N. J	1867	State
40	State Industrial School for Girls	Trenton, N. J	1871	State
41	House of Shelter	Albany, N. Y	1868	.....
42	Catholic Protectory for Boys	Buffalo, N. Y	1866	Private
43	Catholic Protectory for Girls	Buffalo, N. Y		Roman Catholic.....
44	New York State Reformatory	Elmira, N. Y	1876	State
45	Association for Befriending Children and Young Girls.	New York, N. Y. (136 Second avenue).	1870	Private
46	Isaac T. Hopper Home (Women's Prison Association)*	New York, N. Y	1845	State
47	New York House of Refuge.....	New York, N. Y. (Randall's Island).	1825	State
48	New York Magdalen Benevolent Society..	New York, N. Y	1827	.....
49	Western House of Refuge*	Rochester, N. Y	1849	State

* From return for 1877.

from replies to inquiries by the United States Bureau of Education.

Superintendent.	Number of teachers, officers, and assistants.		Conditions of commitment.	
	Male.	Female.	Age.	Other conditions.
5	6	7	8	9
Charles H. Bond	1	16	8-16	Truancy, vagrancy, and danger of habitual immorality.
George E. Howe	11	7	Under 16	Truancy, vagrancy, and any offense amenable to law, except murder.
Brother Albion	0	33	5 and over	Unruly conduct.
Mother Mary of the Nativity, superior.				
J. D. Scouller, M. D.	14	5	10-16	Crime only.
Eliza M. Miller	1	3	3-18	Commitment by county or need of protection.
Mother Mary of St. Anselm, superioress.	12	15 and over	15 and over	Commitment by the female city court for drunkenness or prostitution.
Sarah J. Smith		6	6-16	Incorrigibility, danger of ruin, theft, need of a home, &c.
James O'Brien	18	12	7-18	Vagrancy, incorrigibility, and petty crime.
E. H. Winans	7	8	5-16	
L. D. Lewelling	2	5	6-16	Must be sound in mind and body.
P. Caldwell	12	8	6-16	
Mother Mary Austin Carroll.				
Eben Wentworth	7	9	8-16	Any offense amenable to law except murder in the first degree.
Robert J. Kirkwood	16	4	6-18	Placed in care of the institution until 21 years of age.
Gen. John W. Horn	13	3	7-16	Vagrancy and incorrigibility.
John W. Cornelius	1	2	10-18	Vagrancy, immorality, &c.
Guy C. Underwood	9	2	6-16	Consent of directors.
Guy C. Underwood			5-14	Sent by directors of public institutions or held on sentences imposed by courts.
Hollis M. Blackstone		5	14-35	
Miss Mary Webb	4	1	6-16	
Guy C. Underwood			Average 10	Truancy.
William E. Hough, warden.				
N. Porter Brown	2	11	7-17	None.
R. F. Bishop	1	3	8-15	Need of industrial training.
Lorenzo Phelps	1		7-16	
Rev. J. H. Bradford	26	19	3-16	Petty crime, homelessness, or indigence.
Charles A. Johnson	2	3	10-16	Commitment by parents for ungovernable conduct and the payment of \$2 a week.
Austin S. Pease, master			Average 11	Truancy.
Rev. Luther H. Sheldon	31	17	7-17	
Benjamin F. Parkhurst.	0	1	5-14	Committed for truancy only.
Joseph Nicholson	25	5		
Frank M. Howe	10	8	10-16	
Rev. J. G. Rihelddoffer ..	3	5	Under 17	Commitment by courts for incorrigibility and crime.
John D. Shaffer	15	7	3-16	Being abandoned, destitute, guilty of crime or misdemeanor, or incorrigible.
John C. Ray	5	5	8-17	Commitment for crime.
Bro. Ignatius, superior.	12		5-17	
James H. Eastman	20	12	8-16	None.
Harriet F. Perry, matron		4	7-16	For all offenses except murder and manslaughter.
Mrs. E. H. Jones	0	2		Need of reformation.
Rev. Thomas F. Hines		14		
Mother Mary of St. Dominic, superioress.				
Z. R. Brockway	30	0	16-30	Commitment by courts for the first act of felony.
Mrs. Mary C. D. Starr, president.		6		In need of reformation; received on voluntary application.
Alicia Pearson		3		A desire to reform.
Israel C. Jones	38	29	Under 16	Crime, vagrancy, and disorderly conduct.
A. M. Fellows, first directress.				
Levi S. Fulton	28	14	8-16	Offenses against the laws of the State.

TABLE XX.—*Statistics of reform*

	Name.	Location.	Date of establishment.	Control.
	1	2	3	4
50	New York Catholic Protectory.....	Westchester, N. Y.	1863	State and municipal...
51	Cincinnati House of Refuge.....	Cincinnati, Ohio	1849	Municipal
52	Good Shepherd Reform School	Cincinnati, Ohio		
53	Protectory for Boys	Cincinnati, Ohio		Franciscan Brothers ..
54	Girls' Industrial Home	Delaware, Ohio	1869	State
55	State Reform School for Boys.....	Lancaster, Ohio	1857	State
56	House of Refuge and Correction	Toledo, Ohio	1875	Municipal
57	Reform School	Portland, Oreg		
58	State Reform School.....	Lancaster, Pa.		
59	Pennsylvania Reform School.....	Morganza, Pa.	1855	State
60	House of Refuge (colored department) ...	Philadelphia, Pa	1850	State and municipal...
61	House of Refuge (white department).....	Philadelphia, Pa	1826	State and municipal...
62	Providence Reform School	Providence, R. I	1850	Municipal
63	Woman's Mission Home.....	Nashville, Tenn.	1874	Board of managers....
64	Galveston Reformatory	Galveston, Tex		
65	Vermont Reform School	Vergennes, Vt	1865	State
66	Wisconsin Industrial School for Girls	Milwaukee, Wis	1875	Board of managers....
67	Wisconsin Industrial School for Boys	Waukesha, Wis.	1860	State
68	Reform School	Washington, D. C	1869	United States.....

schools for 1878, &c.—Continued.

Superintendent.	Number of teachers, officers, and assistants.		Conditions of commitment.	
	Male.	Female.	Age.	Other conditions.
5	6	7	8	9
Brother Adrian and Sister M. Ambrosia.	55	36	7-14	Intrusted by parents or guardians.
Jno. D. Minor	15	9	6-16	Vagrancy, incorrigibility, theft, &c.
.....
R. Hills, M. D. ....	.....	.....	7-16	.....
G. S. Innis	14	10	10-16	Lawlessness; upon the warrant of the governor, a boy under 18 may be sent from the penitentiary.
Charles Douglass	3	2	10-16	Must be sound in body and mind.
.....
G. A. Shallenberger	25	13	6-21	Sound in mind and body, and legal commitment by court or magistrate.
J. Hood Laverty	4	8	7-16	.....
W. Alex. Bulkley	10	14	7-16	Larceny, vagrancy, truancy, and incorrigibility.
Martin L. Eldridge	9	12	Under 18	Admitted at the option of the trustees at \$2 a week.
Miss Mary Smith .....	.....	.....	.....	Need of reformation.
.....
William G. Fairbank	6	7	10-16	Committed by parents or guardians.
Mary E. Rockwell .....	.....	4	Boys under 10; girls under 16.	Truants, vagrants, and beggars, those in danger of falling into vice or immorality, or those who have committed any offense punishable by fine or imprisonment.
S. J. M. Putnam	22	20	10-16	None.
Samuel C. Mullin	12	9	7-16	Incorrigibility and law breaking.

TABLE XX.—*Statistics of reform*

NOTE.—x indicates

	Name.	Number committed during the year.	Number discharged during the year.	Present inmates.						
				Sex.		Race.		Nativity.		Both parents dead.
				Male.	Female.	White.	Colored.	Native.	Foreign.	
1		10	11	12	13	14	15	16	17	18
1	Connecticut Industrial School for Girls.	63	52	.....	130	117	13	113	12	47
2	State Reform School	143	140	259	.....	245	14	.....	.....	.....
3	Chicago Industrial and Reform School .....	.....	.....	145	.....	.....	.....	.....	.....	.....
4	House of the Good Shepherd .....	.....	.....	0	281	275	6	28	253	.....
5	Illinois State Reform School	a172	a154	192	.....	175	17	162	30	a21
6	Illinois Industrial School for Girls	21	19	.....	39	38	1	37	2	6
7	House of the Good Shepherd	176	176	.....	25	.....	.....	.....	.....	20
8	Indiana Reformatory Institution for Women and Girls.	52	54	.....	150	141	9	145	5	64
9	House of Refuge	145	110	339	0	300	39	.....	.....	.....
10	Iowa Reform School*	66	50	140	.....	126	14	136	4	11
11	Girls' department of the Iowa Reform School.	26	9	.....	65	58	7	42	23	8
12	House of Refuge	101	101	168	35	169	34	189	14	34
13	St. Alphonsus' House of Mercy .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Maine State Reform School	32	38	141	0	137	4	.....	.....	.....
15	House of Refuge	67	118	230	.....	230	.....	223	7	5
16	House of Reformation and Instruction for Colored Children.*	96	77	208	.....	.....	208	208	.....	12
17	Maryland Industrial School for Girls.	41	44	0	22	22	0	20	2	19
18	House of Industry .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	House of Reformation*	99	198	149	32	175	6	131	50	13
20	Marcella Street Home	82	59	184	.....	.....	.....	.....	.....	.....
21	Penitent Female's Refuge .....	.....	.....	.....	23	23	.....	20	3	9
22	Truant School*	111	70	129	0	123	6	119	10	12
23	Truant School	30	47	23	6	.....	.....	.....	.....	.....
24	State Industrial School for Girls	37	41	0	77	72	5	67	10	.....
25	Lawrence Industrial School	11	14	27	.....	26	1	2	25	2
26	House of Reformation for Juvenile Offenders.	60	69	105	2	107	0	91	16	6
27	State Primary School	250	229	345	141	458	28	437	49	.....
28	Plummer Farm School	16	13	28	0	27	1	28	0	2
29	Truant School	14	17	9	.....	.....	.....	.....	.....	.....
30	State Reform School	136	141	321	.....	300	21	b110	b26	6
31	Worcester Truant Reform School	9	14	.....	0	.....	0	.....	.....	0
32	Detroit House of Correction	2,272	2,251	554	141	b2,075	bcl90	b1,305	bd957	b1,616
33	State House of Correction .....	.....	.....	250	.....	.....	.....	.....	.....	.....
34	State Reform School	166	101	327	.....	291	36	.....	.....	42
35	Minnesota State Reform School	43	39	101	8	98	3	103	6	10
36	House of Refuge	145	152	188	75	209	54	135	10	30
37	State Reform School	40	33	93	15	108	.....	90	18	.....
38	St. Francis Catholic Protectorsy .....	.....	.....	39	.....	39	.....	38	1	16
39	New Jersey State Reform School	101	94	277	0	249	28	89	12	7
40	State Industrial School for Girls	22	4	0	37	31	6	36	1	0
41	House of Shelter .....	.....	.....	0	24	24	0	13	11	18
42	Catholic Protectorsy for Boys .....	.....	.....	134	.....	.....	.....	.....	.....	.....
43	Catholic Protectorsy for Girls .....	.....	.....	21	.....	.....	.....	.....	.....	.....
44	New York State Reformatory	188	47	437	0	429	8	371	66	69
45	Association for Befriending Children and Young Girls.	g95	91	.....	95	94	1	51	44	32
46	Isaac T. Hopper Home (Women's Prison Association).*	462	332	.....	50	.....	.....	.....	.....	46
47	New York House of Refuge	750	795	752	151	841	62	75	550	.....
48	New York Magdalen Benevolent Society.	.....	.....	0	60	59	1	8	52	15
49	Western House of Refuge*	328	290	446	84	500	30	460	70	17
50	New York Catholic Protectorsy	1,023	1,153	1,409	705	2,110	4	2,005	109	230
51	Cincinnati House of Refuge	112	162	154	46	b100	b12	b23	b89	12
52	Good Shepherd Reform School .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
53	Protectorsy for Boys .....	.....	.....	200	.....	.....	.....	.....	.....	.....

* From a return for 1877.

a During two years.

b Of those committed during the year.

c Also 7 Indians.

d Also 10 unknown.

e Languages are also taught.

schools for 1878, &c.—Continued.

the studies taught.

Present inmates.							Studies.																				
Parents illiterate.	Illiterate when committed.		Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Bookkeeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.								
	Native parent-age.	Foreign born percentage.																									
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38								
54	18	20	46	46	21	56	x	x				x	x	x					x	1							
			68	185	6	68	x	x				x	x	x						2							
					49	49	x	x		x		x	x	x					x	3							
a36	(a52)		a16	41	52	126	x	x		x		x	x	x						4							
15	6	4	14	23	14	13	x	x				x	x	x						5							
		6			2	2	x	x					x	x						6							
	52		51	47	12	40	x	x				x	x	x						7							
																				8							
		0	60	80	60	60	x	x				x	x	x						9							
			19	34	10	16	x	x				x	x							10							
126	86	12	74	31	83	104	x	x				x								11							
																				12							
	77		38	115			x	x				x								13							
208	53		25	12	121	121	x	x				x	x	x						14							
																				15							
	16						x	x				x	x	x						16							
30	5	12	14	167	12	10	x	x				x	x	x						17							
							x	x				x	x	x						18							
					23	23	x	x				x	x	x						19							
40	9		115		12	30	x	x				x	x	x						20							
							x	x												21							
	5	2	15	58	7	15	x	x				x	x	x						22							
21	10	10	10	7	10	8	x	x				x	x	x						23							
71	10	12	25	32	3	25	x	x				x	x	x						24							
																				25							
			186	125			x	x				x	x							26							
7			8	20	6	8	x	x				x	x							27							
							x	x				x	x							28							
	12		25		0		x	x				x	x							29							
b387	b136	b251	b217	b1,608	b266	b178	e	x				x	x	x						30							
							x	x				x	x	x						31							
							x	x				x	x	x						32							
			109	196	131	109	x	x				x	x	x						33							
	0	5	9	34	6	6	x	x				x	x	x						34							
290	30	50	60	123	60	95	x	x				x	x	x						35							
			20	88	24	35	x	x				x	x	x						36							
					35	35	x	x				x	x	x						37							
							x	x				x	x	x						38							
							x	x				x	x	x						39							
							x	x				x	x	x						40							
							x	x				x								41							
							x	x				x								42							
	68	3	29	327			x	x				x	f	x						43							
34	7		9	46	20	24	x	x				x								44							
	b8	b80					x	x												45							
							x	x												46							
	(b184)		b353	b213	b285		x	x				x								47							
					42		x													48							
							x	x				x	x	x						49							
	(400)		254	211	232	190	x	x				x	x	x						50							
				150			x	x				x	x	x						51							
																				52							
																				53							

f Also phonography.

g Number received during the year.

h Also phonography and mensuration.

TABLE XX.—*Statistics of reform*

NOTE.—x indicates

Name.	Number committed during the year.	Number discharged during the year.	Present inmates.							
			Sex.		Race.		Nativity.		Both parents dead.	
			Male.	Female.	White.	Colored.	Native.	Foreign.		
1	10	11	12	13	14	15	16	17	18	
Girls' Industrial Home				268						
State Reform School for Boys	282	292	497		440	57	448	49	77	
House of Refuge and Correction	98	92	157	0	153	4	a93	a5	6	
Reform School										
State Reform School										
Pennsylvania Reform School	163	114	252	45	263	34	279	13	9	
House of Refuge (colored department) ..	97	59	131	42	0	176	172	1	17	
House of Refuge (white department) ..	253	241	323	94	417	0	a227	a26	31	
Providence Reform School	119	126	191	40	208	23	217	14		
Woman's Mission Home			6	11	17		17			
Galveston Reformatory										
Vermont Reform School	34	56	102	20	118	4	32	90		
Wisconsin Industrial School for Girls ..	17	8	7	36	41	2	12	31		
Wisconsin Industrial School for Boys ..	151	104	527	0	519	8	435	92	61	
Reform School	67	52	174	0						

a Of those committed

schools for 1878, &c.—Continued.

the studies taught.

Present inmates.							Studies.																	
Parents illiterate.	Illiterate when committed.		Number could read only when committed.	Number could read and write when committed.	Number taught to read.	Number taught to write.	Reading, writing, and spelling.	Arithmetic.	Algebra.	Bookkeeping.	Geometry.	Geography.	Grammar.	History.	Philosophy.	Botany.	Physiology.	Drawing.	Music, vocal.					
	Native parent-age.	Foreign born parentage.																						
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38					
56	(102)		123	296	101	139	x	x	x			x	x	x	x					54				
	14	11	45	36	14	52	x	x				x	x	x						55				
							x	x				x	x	x						56				
																				57				
																				58				
																				59				
153	a7	a11	a32	a93	12	49	x	x				x		x						60				
	32		8	10	79	79	x	x				x								61				
	1	10	98	78	56	91	x	x				x	x	x						62				
			49	60	25	17	x	x				x		x						63				
																				64				
			14	2	11	17	x	x			x	x	x	x						65				
							x	x												66				
	8	37	21	85	45	66	x	x	x		x	x	x	x	x			x	x	67				
	(33)		60	24			x	x				x	x	x						68				

during the year.

TABLE XX.—*Statistics of reform*

NOTE.—x indicates

Name.	Industries.										
	Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dressmaking.	Farming.	Fruit canning.	Gardening.
1	39	40	41	42	43	44	45	46	47	48	49
50	51										
1 Connecticut Industrial School for Girls	x	.....	.....	x
2 State Reform School	x	.....	.....	.....	x	.....	.....
3 Chicago Industrial and Reform School	x	x	.....	.....	.....	x	x
4 House of the Good Shepherd	x	.....	.....	x
5 Illinois State Reform School	x	.....	.....	.....	x	.....	.....	.....	x	.....	x
6 Illinois Industrial School for Girls	x
7 House of the Good Shepherd	x
8 Indiana Reformatory Institution for Women and Girls	x	.....	.....	.....	.....	.....	x
9 House of Refuge	x	.....	.....	.....	x	.....	.....
10 Iowa Reform School*	x	x	x	.....	.....	.....	.....	.....	x	.....	.....
11 Girls' department of the Iowa Reform School	x	.....	.....	.....	.....	.....	.....	x	.....	x	.....
12 House of Refuge	x	.....	.....	.....	x	.....	x
13 St. Alphonsus' House of Mercy	x	.....
14 Maine State Reform School	x	.....	.....	.....	x	.....	.....	.....	x	.....	.....
15 House of Refuge	x	.....	(d)	.....	.....	.....	.....	x	.....	.....	.....
16 House of Reformation and Instruction for Colored Children.*	x	.....	.....	.....	.....	x	x	.....	x	.....	.....
17 Maryland Industrial School for Girls	x
18 House of Industry	x	.....	.....
19 House of Reformation*
20 Marcella Street Home
21 Penitent Female's Refuge	x
22 Truant School*
23 Truant School
24 State Industrial School for Girls	e x	.....	.....	x
25 Lawrence Industrial School	x	.....	.....	.....	.....	x	.....
26 House of Reformation for Juvenile Offenders.	x	x	.....	.....	.....	x	x
27 State Primary School	x	.....	x
28 Plummer Farm School	x	.....	.....	.....	.....	x	.....
29 Truant School
30 State Reform School	x	.....	.....	.....	g x	x	.....	x	.....	.....
31 Worcester Truant Reform School	x	.....	.....
32 Detroit House of Correction	h x	.....	.....	.....	.....
33 State House of Correction
34 State Reform School	x	.....	x	.....	.....
35 Minnesota State Reform School	i x	.....	.....	x	x	.....
36 House of Refuge	x	.....	.....	.....	x	.....	.....	.....	x	.....	x
37 State Reform School	x	.....	.....	.....	x	.....	.....
38 St. Francis Catholic Protectory	x	.....	.....
39 New Jersey State Reform School	x	.....	.....	.....	x	.....	.....	x	x	x
40 State Industrial School for Girls	x
41 House of Shelter	x
42 Catholic Protectory for Boys	x	.....	.....	.....	x	.....	.....	.....	.....
43 Catholic Protectory for Girls
44 New York State Reformatory	j x	x	.....	.....	.....	.....	.....	.....	.....
45 Association for Befriending Children and Young Girls.	x
46 Isaac T. Hopper Home (Women's Prison Association).*	x	.....	.....	x
47 New York House of Refuge	x	.....	x	x
48 New York Magdalen Benevolent Society
49 Western House of Refuge*	x	.....	.....	.....	.....	.....	x	x	.....	x	x
50 New York Catholic Protectory	x	x	.....	.....	x	x	.....	x	.....	.....	(l)
51 Cincinnati House of Refuge	x
52 Good Shepherd Reform School	x

* From a return for 1877.

a Total income.

b Engineering is taught.

c This does not include farm products.

d Also basket making.

e There is also a hosiery establishment, in which 26 work six hours daily.

f Also cleaning silk by machinery.

g Also the manufacture of sleighs.

h Also the manufacture of many kinds of machinery.

schools for 1878, &c.—Continued.

the industries taught.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirt making.	Shoemaking.	Shoe mending.	Tailoring.				Number of volumes.	Increase in the last school year.				
52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	
x	x	....	x	....	....	x	x	335	75	1,800	25	\$187 20	\$25 00	\$21,662	\$3,000	1
....	x	....	....	....	x	2,808	75	475	12	104 00	....	....	....	2
x	x	....	....	....	x	1,700	....	200	....	....	....	18,000	18,000	3
x	x	....	x	....	x	782	80	700	203	189 55	31 10	30,000	5,060	4
....	x	....	....	....	....	75	....	125	100	....	....	....	....	5
x	x	....	....	....	....	568	25	....	....	75 00	78 00	2,991	1,855	6
x	x	....	....	....	....	348	78	....	0	106 60	....	....	21,500	7
....	1,128	75	200	....	100 00	....	....	....	8
....	x	....	....	x	572	70	400	0	120 00	....	17,975	....	9
x	(b)	....	....	x	....	....	....	....	116	70	327	....	100 00	....	....	....	10
....	x	x	....	....	....	1,024	....	....	....	....	....	....	....	11
....	12
x	x	....	....	....	....	1,584	....	1,400	....	112 00	....	....	....	13
....	x	....	x	....	x	2,844	75	1,400	....	161 44	30 00	37,038	6,720	14
....	x	....	....	x	408	87	300	....	100 00	....	31,213	....	15
x	x	....	....	....	....	250	75	150	....	100 00	....	3,500	1,300	16
....	x	....	....	....	....	....	....	....	300	0	112 92	....	....	....	17
....	x	....	....	....	....	1,800	....	400	20	....	....	23,152	....	18
....	199	....	500	0	112 92	0	4,000	0	19
x	x	....	....	....	....	1,051	80	1,700	100	221 00	27 00	3,690	....	20
....	77	70	550	....	176 29	44 95	4,936	1,258	21
....	1,329	25	600	0	60 01	....	2,880	....	22
x	f x	....	....	....	x	....	3,569	....	350	223	108 56	....	64,300	....	23
....	113	70	629	29	202 92	77 14	5,681	2,159	24
....	1,900	....	25
....	x	....	5,305	70	2,500	....	201 54	21 38	63,687	6,756	26
....	75	....	....	....	....	....	....	....	27
....	19,789	....	2,000	160	....	....	62,458	81,622	28
....	x	x	484	....	....	....	....	....	....	....	29
....	x	1,996	....	2,742	400	83 75	....	26,500	3,577	30
x	x	....	x	....	....	394	80	800	0	169 00	....	2,500	4,600	31
....	x	....	....	4,010	....	500	....	132 21	29 15	34,905	7,696	32
....	x	....	x	966	80	250	40	150 00	40 00	20,000	4,090	33
x	x	x	....	....	x	240	....	....	....	....	....	2,291	2,244	34
....	862	75	....	....	92 27	36 17	25,347	9,936	35
x	x	....	....	....	....	110	80	212	0	....	....	....	....	36
....	x	....	....	450	....	400	250	....	....	2,623	2,455	37
....	38
....	680	90	530	150	125 00	....	60,000	....	39
x	x	....	....	....	....	3,500	75	200	20	45 00	62 00	5,679	2,815	40
....	41
x	x	....	....	....	....	8,000	....	550	....	....	....	16,194	3,407	42
x	x	18,542	73	3,946	0	118 48	32 61	110,193	30,332	43
x	x	....	....	....	....	....	....	....	....	....	....	....	....	44
x	x	x	x	....	x	4,774	75	1,500	250	....	....	72,731	11,187	45
....	x	....	x	x	x	....	x	14,250	80	1,674	150	139 46	....	296,712	12,903	46
....	x	....	x	....	x	....	x	3,982	90	1,000	50	120 71	....	47,794	4,000	47
....	180 00	30 00	....	....	48

i Also painting, cabinet making, the use of machinery, the manufacture of toys and tinware.

j Also the manufacture of hollow ware, including the moulder's trade.

k Manufacture of stockings and wire work are taught.

l Making socks and knitting by machine also taught.

TABLE XX.—*Statistics of reform*

NOTE.—x indicates

	Name.	Industries.												
		Baking.	Blacksmithing.	Broom making.	Brush making.	Cane seating.	Carpentry.	Chair making.	Dressmaking.	Farming.	Fruit canning.	Gardening.	Housework.	Knitting.
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
53	Protectory for Boys.....													
54	Girls' Industrial Home.....					x			x				x	
55	State Reform School for Boys.....		x		x	x						x	x	
56	House of Refuge and Correction.....									b x			x	
57	Reform School.....													
58	State Reform School.....													
59	Pennsylvania Reform School.....	x												
60	House of Refuge (colored department)...	(d)											x	
61	House of Refuge (white department).....				e x	x								x
62	Providence Reform School.....					x						x	x	
63	Woman's Mission Home.....	x												
64	Galveston Reformatory.....													
65	Vermont Reform School.....					x				x			x	
66	Wisconsin Industrial School for Girls.....											x	x	x
67	Wisconsin Industrial School for Boys...	x		x						x		x		x
68	Reform School.....					x				x		x		

a Also gas making, telegraphy, painting, paper hanging, calcimining, and wagon making.

b Also engineering.

c Not including salaries.

schools for 1878, &c.—Continued.

the industries taught.

Industries.										Number committed since establishment.	Percentage of discharged known to be orderly, &c.	Library.		Average annual cost of each inmate.	Average annual earnings of each inmate.	Annual cost of institution.	Total annual earnings of institution.
Laundry work.	Masonry.	Paper-box making.	Printing.	Sewing.	Shirt making.	Shoemaking.	Shoe mending.	Tailoring.				Number of volumes.	Increase in the last school year.				
52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	
×	×	a×	3,117	90	1,000	250	\$141 08	.....	\$30,756	.....	53
.....	×	433	.....	.....	.....	104 00	\$36 77	71,231	\$18,387	54
.....	130 00	.....	20,000	.....	55
.....	56
.....	57
×	×	×	×	3,547	.....	400	194	118 00	.....	629,988	.....	58
.....	1,915	70	1,030	.....	117 77	12 24	22,624	2,221	59
.....	×	10,784	70	1,300	300	180 00	12 00	68,000	12,000	60
×	×	×	2,846	75	2,000	15	134 48	{ 21 46 }	30,663	4,893	61
×	×	179	.....	20	.....	.....	{ 34 95 }	1,360	f1,360	62
.....	63
.....	×	594	75	250	.....	117 00	30 38	21,015	3,605	64
×	×	137	.....	100	.....	.....	.....	4,569	f5,167	65
×	×	1,576	75	800	.....	114 52	.....	48,721	5,165	66
.....	×	×	552	66½	400	385	157 27	8 64	25,163	1,356	67
.....	68

d Manufacture of toy watches and wicker work.

e Also basket making.

f Income from all sources.

TABLE XX.—*Memoranda.*

Name.	Location.	Remarks.
Boys' House of Refuge	New Orleans, La	No information.
Girls' House of Refuge	New Orleans, La	No information.
City Almshouse School	Boston, Mass	No information.
Catholic Protectorate	St. Louis, Mo	See Table XXI, Part 1.
Newark City Home	Verona, N. J	No information.
Truant Home of the City of Brooklyn	Jamaica, N. Y	No information.
Evening School in Midnight Mission	New York, N. Y	Not educational.
Home for Fallen and Friendless Women	New York, N. Y	No longer educational.
House of Mercy	New York, N. Y	No longer educational.
House of the Good Shepherd	Tomkins Cove, N. Y	See Table XXI, Part 4.
Home of Refuge and Correction	Cleveland, Ohio	No information.
Sheltering Arms	Wilkinsburgh, Pa.	No information.
House of Correction	Charleston, S. C	No information.

TABLE XXI.—Statistics of orphan asylums, soldiers' homes, infant asylums, industrial schools, and miscellaneous charities for 1878; from replies to inquiries by the United States Bureau of Education.

PART I.—STATISTICS OF ORPHAN ASYLUMS.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
1		2	3	4	5	6	7	8	9
1	Church Home for Orphans.....	Mobile, Ala.....	1864	1864	Sister Harriet, C. D.....	Episcopal.....	.....	8	.....
2	Protestant Orphan Asylum.....	Mobile, Ala.....	1839	1839	Mrs. Laura Kugles.....	Prot.....	1	3	.....
3	Orphans' Home of the Synod of Alabama.....	Tuskegee, Ala.....	1864	1868	Rev. A. R. Holdrby.....	Presb.....	1	3	250
4	Sacramento Protestant Orphan Asylum.....	Sacramento, Cal.....	1867	1867	Mrs. W. H. Hobby, secretary.....	Non-sect.....	2	4	730
5	Pacific Hebrew Orphan Asylum and Home Society.....	San Francisco, Cal.....	1871	1871	Leo Eloesser, secretary.....	Hebrew.....	4	2	89
6	Roman Catholic Orphan Asylum*.....	San Francisco (South), Cal.....	1858	1852	Sister Frances McEmis.....	R. C.....	0	23	3,300
7	St. Boniface's Orphan Asylum.....	San Francisco, Cal.....	1865	1865	Sister Frances McEmis.....	R. C.....	(6)	5	.....
8	St. Vincent's Male Orphan Asylum.....	San Rafael, Cal.....	0	1853	Rev. James Croke.....	R. C.....	15	5	.....
9	Good Templars' Home for Orphans.....	Vallejo, Cal.....	1868	1870	Nemiah Smith.....	Non-sect.....	1	6	400
10	Bridgeport Protestant Orphan Asylum.....	Bridgeport, Conn.....	1868	1868	Miss Lydia R. Ward, president.....	Non-sect.....	3	3	140
11	Hartford Orphan Asylum.....	Hartford, Conn.....	1833	1829	Rev. Thomas S. Potwin.....	Non-sect.....	2	11	.....
12	New Haven Orphan Asylum.....	New Haven, Conn.....	1833	1833	Mrs. Laura A. Kingsley.....	Evangel.....	1	12	1,300
13	St. Francis Orphan Asylum.....	New Haven, Conn.....	1864	1865	Sisters of Charity.....	R. C.....	1	10	888
14	Orphans' Home, North Georgia Conference.....	Decatur, Ga.....	.....	1871	James L. Lupo.....	M. E.....	1	2	65
15	Appleton Church Home.....	Macon, Ga.....	1868	1870	Sister Margaret.....	P. E.....	0	3	53
16	Orphans' Home of South Georgia Conference.....	Macon, Ga.....	1872	1872	Rev. L. B. Payne.....	M. E. So.....	1	3	94
17	Episcopal Orphans' Home.....	Savannah, Ga.....	1854	1853	Kato J. Davis.....	P. E.....	.....	2	.....
18	Union Society's Orphanage.....	Savannah, Ga.....	1750	1740	A. V. Chaplin.....	Non-sect.....	2	2	66
19	St. Joseph's Orphanage.....	Washington, Ga.....	1875	1869	Rev. Joseph W. Colbert.....	R. C.....	1	7	.....
20	Chicago Protestant Orphan Asylum.....	Chicago, Ill. (789 Michigan avenue).....	1849	.....	Mrs. Harriet C. Bigelow.....	Non-sect.....	.....	2	2,878
21	Nursery and Half-Orphan Asylum.....	Chicago, Ill. (175 Bowling st.).....	1860	1859	Mrs. H. J. Gowdy.....	Non-sect.....	.....	15	.....
22	St. Joseph's Orphan Asylum.....	Chicago, Ill.....	.....	1849	Sister Mary Joseph.....	R. C.....	.....	13	.....
23	Ulrich Orphan Asylum.....	Chicago, Ill.....	1869	1869	G. Blankenhahn.....	Ev. Luth.....	2	4	180
24	Asylum of St. Casimir for Polish Children.....	La Salle, Ill.....	0	1878	Sr. Mary Monica.....	R. C.....	.....	5	20
25	Home for the Friendless.....	Peoria, Ill.....	1876	1875	A. J. Hardin.....	Non-sect.....	0	2	230
26	German Protestant Orphan Asylum.....	Indianapolis, Ind.....	1871	1871	W. C. Kraeuter.....	Non-sect.....	2	4	100

* From return for 1877.

TABLE XXI.—PART 1.—Statistics of orphan asylums—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
Home for Friendless Colored Children	Indianapolis, Ind.	1871	1871	Miss Sallie J. Burns	Friends	.....	7	371
Indianapolis Orphans' Asylum	Indianapolis, Ind.	1850	1855	Miss Hannah T. Hadley, president	Non-sect.	1	11	1,176
St. Joseph's Orphan Asylum and Industrial School	La Fayette, Ind.	1877	1876	B. Hartmann	R. C.	4	9	164
St. Joseph's Asylum and Manual Labor School	Rensselaer, Ind.	1867	1867	Rev. M. Zumbelle	R. C.	1	9	285
St. Vincent's Male Orphan Asylum	Vincennes, Ind.	1867	1859	Rev. G. M. Gimsz	R. C.	1	12	895
German and English Asylum	Andrew, Iowa	1864	1863	Rev. J. G. Rembold	R. C.	2	3	140
Kansas Orphan Asylum	Leavenworth, Kans.	1866	1866	Rev. J. B. McCleery	Ev. Luth.	1	5	325
St. Thomas Orphan Asylum	Barstow, Ky.	1850	1850	Rev. Nicholas Ryan	Non-sect.	0	8	960
St. John's Orphan Asylum	Covington, Ky.	1850	1871	Sister Hildegardus, O. B. B.	R. C.	0	5	53
Baptist Orphans' Home	Louisville, Ky. (1st st., cor. St. Catherine)	1870	1869	Miss M. A. Hollingsworth, matron	Baptist	1	6	281
German Baptist Bethesda	Louisville, Ky. (234 Clay st.)	1872	.....	John Fred. Dohmann	Baptist	.....	1	63
German Protestant Orphan Asylum	Louisville, Ky. (786 W. Jefferson street)	1852	1852	C. G. Leonhardt	Non-sect.	1	3	882
Masonic Widows' and Orphans' Home*	Louisville, Ky.	1867	1870	Dr. J. W. Robb	Non-sect.	1	5	224
Orphanage of the Good Shepherd	Louisville, Ky.	1869	1869	Sister Susan, in charge	Episcopal.	1	4	73
Presbyterian Orphans' Home Society of Louisville*	Louisville, Ky.	1849	1849	Mrs. Mount	Presb.	.....	2	.....
St. Joseph's Orphan Asylum	Louisville, Ky.	1849	1849	Bernard Fritsch, secretary	R. C.	.....	7	.....
St. Vincent's Orphan Asylum	Louisville, Ky.	1847	1844	Mother Catharine Spalding	R. C.	.....	.....	.....
Kentucky Female Orphan School	Midway, Ky.	1847	1849	Samuel P. Lucy	Christian	2	7	.....
Cleveland Orphan Institution	Versailles, Ky.	1870	1875	Mrs. N. Edwards, matron	Non-sect.	1	2	36
Orphans' Home Society b	La Telle, La.	1865	1865	Mrs. J. S. Roberts	Methodist.	1	1	800
Association for the Relief of Jewish Widows and Orphans.	New Orleans, La.	1855	1854	N. J. Bunzel	Hebrew	2	2	457
Asylum for Destitute Orphan Boys	New Orleans, La.	1824	1824	George Burns	Episcopal.	3	6	125
Half-Orphan Asylum	New Orleans, La. (7th district)	1867	1867	Sister Ernestine	R. C.	.....	7	.....
Louisiana Asylum*	New Orleans, La. (cor. Tonti and Hospital streets)	1865	1867	Mrs. Odie Roudanez	R. C.	0	15	200
Poydras Female Orphan Asylum	New Orleans, La.	1817	1817	Mrs. M. Sutherland, matron	Non-sect.	2	12	.....
St. Joseph's German Orphan Asylum	New Orleans, La.	1854	1853	Sr. Mary Jacobina, ss. de N. D.	R. C.	.....	20	1,148
St. Mary's Catholic Orphan Boys' Asylum	New Orleans, La. (3d district)	1836	1835	Sister Mary of the Desert	R. C.	9	18	3,302

54	Children's Home.....	Bangor, Me.....	1838	1839	Miss Julia A. Sibley.....	Non-sect.....	3	5	380
55	Asylum of Our Lady of Lourdes.....	Leviston, Me.....	1828	1878	Rev. Father Hévey.....	R. C.....	6	6	6
56	Female Orphan Asylum of Portland.....	Portland, Me.....	1828	1828	Miss L. B. Johnson.....	Non-sect.....	4	4	320
57	Baltimore Orphan Asylum.....	Baltimore, Md.....	1801	1807	Mrs. Stanley, matron.....	Non-sect.....	6	6	6
58	Christ Church Asylum for Female Children.....	Baltimore, Md.....	1840	1840	Mrs. J. Pembroke Thorn, president.....	P. E.....	2	2	2
59	Hebrew Orphan Asylum of Baltimore Heights.....	Baltimore, Md. (Calverton Heights).....	1873	1873	Jonas Gabriel.....	Jewish.....	3	4	79
60	Johas Hopkins Colored Orphan Asylum.....	Baltimore, Md. (206 and 208 Biddle street).....	1866	1867	Kato Ijams.....	Non-sect.....	4	4	4
61	St. Anthony's Asylum.....	Baltimore, Md.....	1860	1854	Sister Mary Kosamunda.....	R. C.....	1	12	12
62	St. Mary's Female Orphan Asylum.....	Baltimore, Md. (70 Franklin street).....	1818	1818	Sister Gertrude.....	R. C.....	10	10	10
63	St. Paul's Orphan Asylum.....	Baltimore, Md.....	1800	1801	Sisterhood of St. Paul.....	P. E.....	2	2	67
64	St. Peter's Asylum for Female Children.....	Baltimore, Md. (252 Myrtle avenue).....	1845	1845	A. M. Winn, secretary of board of managers.....	P. E.....	5	5	5
65	St. Vincent's Male Orphan Asylum.....	Baltimore, Md. (N. Front st.).....	1842	1842	Brother Chronion.....	R. C.....	3	3	4
66	Baltimore Manual Labor School for Indigent Boys.....	Catonsville, Md.....	1840	1841	Charles Connelman.....	Non-sect.....	5	5	1,000
67	Baldwin Place Home for Little Wanderers.....	Boston, Mass.....	1865	1865	Rev. R. G. Toles.....	Non-sect.....	10	10	4,698
68	Boston Female Asylum.....	Boston, Mass.....	1803	1800	Fannie L. Palmer.....	Non-sect.....	1	1	1,000
69	Dr. Martin Luther Orphans' Home.....	Boston, Mass. (W. Roxbury).....	1871	1871	Adolph Brauer.....	Ev. Luth.....	1	2	68
70	House of the Angel Guardian.....	Boston, Mass. (85 Vermont street, Highlands).....	1851	1855	Fr. Justinian.....	R. C.....	14	14	6,028
71	St. Vincent's Orphan Asylum.....	Boston, Mass.....	1843	1832	Sister M. Vincent.....	R. C.....	0	13	3,235
72	House of Providence.....	Holyoke, Mass.....	1878	1874	Sister Mary Leonard.....	R. C.....	15	15	620
73	Protectory of Mary Immaculate.....	Lawrence, Mass.....	1875	1868	Sister Painchaud.....	R. C.....	10	10	450
74	New Bedford Orphans' Home.....	New Bedford, Mass.....	1843	1842	Miss Celia Brett.....	Non-sect.....	3	3	270
75	Newton Home for Orphan and Destitute Girls.....	Newton, Mass.....	1872	1872	Mrs. Rebecca R. Pomroy.....	Non-sect.....	3	3	38
76	City Orphan Asylum.....	Salem, Mass.....	1871	1866	Sister M. A. Mongean.....	R. C.....	10	10	600
77	Seamen's Orphan and Children's Friend Society.....	Salem, Mass.....	1841	1839	Miss Margaret Barrows.....	Non-sect.....	5	5	460
78	Church Home for Orphan and Destitute Children.....	South Boston, Mass. (cor. N and 4th streets).....	1858	1855	Miss Dexter.....	Episcopal.....	1	9	9
79	Children's Home.....	Springfield, Mass.....	1866	1866	Mrs. John R. Hixon, cor. secretary.....	Non-sect.....	0	6	600
80	Orphans' Home.....	Worcester, Mass.....	1849	1849	Tamerson White, matron.....	Non-sect.....	0	5	900
81	Ladies' Protestant Orphan Asylum*.....	Detroit, Mich.....	1836	1837	Abby L. Fyfe, secretary.....	Non-sect.....	5	5	1,000
82	St. Anthony's Male Orphan Asylum.....	Detroit, Mich.....	1878	1866	Brother Anselmus.....	R. C.....	8	420	420
83	St. Vincent's Orphan Asylum.....	Detroit, Mich. (McDonnell avenue).....	1855	1855	Sister M. Stolla.....	R. C.....	2	18	1,400
84	St. Mary's Orphan Asylum.....	Monroe, Mich.....	1855	1855	Sister M. Justenia.....	R. C.....	3	3	200
85	German Orphan Asylum*.....	St. Paul, Minn.....	1870	1877	Mother Benedicta, o. s. b.....	R. C.....	3	14	14
86	St. Joseph's Orphan Asylum.....	St. Paul, Minn.....	1869	1877	Benedictine Sisters.....	R. C.....	2	2	2
87	St. Paul Protestant Orphan Asylum.....	St. Paul, Minn.....	1865	1865	Mrs. C. W. Griggs, secretary.....	Non-sect.....	1	4	289
88	D'Evereux Hall.....	St. Paul, Minn.....	1858	1858	Brother Gontran.....	R. C.....	7	0	251
89	St. Mary's Orphan Asylum.....	Natchez, Miss.....	1854	1847	Sister Tatiana.....	R. C.....	10	10	251
90	Evangelical Lutheran Orphan Home.....	Des Peres, Mo.....	1868	1867	Ernst Leubner.....	Ev. Luth.....	3	3	258
91	Catholic Protectorate of St. Louis.....	Glaceo, Mo.....	1872	1872	Brother Tertullian.....	R. C.....	5	5	5
92	German St. Vincent's Orphan Asylum.....	St. Louis, Mo.....	1851	1850	Mother Angela.....	R. C.....	10	17	675
93	Home of the Good Shepherd.....	St. Louis, Mo.....	1871	1849	Mother Mary of the Sacred Heart.....	R. C.....	50	50	5,291
94	St. Bridget's Half-Orphan Asylum.....	St. Louis, Mo.....	1860	1861	Sister Mary.....	R. C.....	12	12	800
95	St. Joseph's Male Orphan Asylum.....	St. Louis, Mo.....	1860	1861	Sister Mary.....	R. C.....	27	27	27

* From return for 1877.

a Is properly a graded normal school, to be transferred to Table III.

b Suspended in 1873; there is but 1 inmate at time of reporting.

TABLE XXI.—PART 1.—Statistics of orphan asylums—Continued.

1	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
1		2	3	4	5	6	7	8	9
96	St. Mary's Orphan Asylum	St. Louis, Mo.	1843	1843	Sister Emily.	R. C.	10	5	1,324
97	St. Louis Protestant Orphan Asylum.	Webster Groves, Mo.	1841	1834	Mrs. E. H. Morton, secretary	Non-sect.	1	4	220
98	State Orphans' Home	Concord, N. H.	1870	1870	John H. Mills	Non-sect.	1	3	65
99	Orphans' Home	Concord, N. H.	1874	1866	Sarah L. E. Carter, in charge	P. E.	1	4	190
100	New Hampshire Orphans' Home.	Franklin, N. H.	1871	1871	Mrs. A. R. Mack.	Non-sect.	1	4	190
101	West Jersey Orphanage for Destitute Colored Children.	Camden, N. J.	1874	1875	Jane Price, matron	Non-sect.	2	2	22
102	Home for Friendless Children*	Jersey City, N. J.	1862	1863	Sarah B. Winchester, matron	Prot.	3	3	233
103	St. Mary's Female Orphan Asylum.	Jersey City, N. J.	1864	1859	Rev. L. D. Senez.	R. C.	6	6	400
104	Newark Orphan Asylum a	Newark, N. J. (323 High st.)	1848	1871	Mrs. Susan M. Van Vleck	Non-sect.	5	5	750
105	St. Peter's Asylum.	Newark, N. J.	1867	1870	Sister M. Sovorina.	R. C.	17	4	450
106	Orange Orphan Home*	Orange, N. J.	1867	1870	Miss Mary Hubbel, matron	Non-sect.	0	6	242
107	Paterson Orphan Asylum Association for Orphans, Half-Orphans, and Homeless Children.	Paterson, N. J.	1864	1863	Mrs. A. W. A. Hennion	Non-sect.	1	2	242
108	St. Mary's Orphan Asylum	South Orange, N. J.	1849	1859	Sister W. Monica, superioress	R. C.	11	1	740
109	St. Vincent's Male Orphan Asylum.	Albany, N. Y.	1852	1854	Bro. Amphim.	R. C.	2	2	1,084
110	Cayuga Asylum for Destitute Children	Albany, N. Y.	1852	1852	Mrs. Jane C. Rogers	Non-sect.	1	8	1,308
111	Susquehanna Valley Home	Binghamton, N. Y.	1870	1866	A. H. La Monte	Non-sect.	2	10	542
112	Brooklyn Howard Colored Orphan Asylum	Brooklyn, N. Y.	1869	1866	William F. Johnson	Non-sect.	2	7	203
113	Orphan Asylum Society of the City of Brooklyn.	Brooklyn, N. Y. (Atlantic avenue)	1835	1833	Mrs. J. B. Hutchinson, first directress	Non-sect.	1	26	3,203
114	Orphans' Home, Church of the Holy Trinity.	Brooklyn, N. Y. (E. D.)	1861	1862	Very Rev. M. May	R. C.	6	6	310
115	Orphan Home on the Church Charity Foundation	Brooklyn, N. Y. (Albany ave. and Herkimer street)	1851	1853	Sister Elizabeth	P. E.	2	2	21
116	St. John's Home	Brooklyn, N. Y.	1834	1830	Sister M. Baptista	R. C.	21	18	1,021
117	St. Joseph's Female Orphan Asylum.	Brooklyn, N. Y.	1834	1836	Sister Mary Lewis	R. C.	0	10	1,021
118	Buffalo Orphan Asylum.	Buffalo, N. Y.	1837	1836	Mrs. M. M. Thomson, matron	Non-sect.	1	10	1,021
119	Church Charity Foundation	Buffalo, N. Y.	1837	1866	Sister Louise	P. E.	1	3	178
120	Evangelical Lutheran St. John's Orphan Home	Buffalo, N. Y.	1858	1865	Rev. Christian Voss	Ev. Luth.	5	8	285
121	German Roman Catholic Orphan Asylum	Buffalo, N. Y.	1865	1875	Rev. Theodore Voss	R. C.	1	10	285
122	St. Vincent's Female Orphan Asylum	Buffalo, N. Y.	1875	1848	Sister William Anna	R. C.	12	12	1,430
123	Ontario Orphan Asylum	Canandaigua, N. Y.	1849	1863	Caroline B. Cook, president	Non-sect.	1	1	390

124	St. Mary's Orphan Asylum*.....	Canandaigua, N. Y.....	1855	1854	Sister M. Prudentia.....	R. C.....	3	200
125	St. Mary's Orphan Asylum.....	Clifton, N. Y. (Station Isl'd).....	1870	1864	Rev. John Lewis.....	R. C.....	4	80
126	Orphan House of the Holy Saviour.....	Cooperstown, N. Y.....	1870	1871	Susan Penrose Cooper.....	P. E.....	5	207
127	St. Mary's Orphan Asylum and School.....	Dunkirk, N. Y.....	1858	1858	Sister M. Anastasia Donovan.....	R. C.....		
128	St. Malachy's Home.....	East New York, N. Y.....	1870	1870	Mother M. de Chantal.....	R. C.....		
129	Southern Tier Orphans' Home.....	Elmira, N. Y.....	1868	1866	Mrs. E. H. Close, matron.....	Non-sect.....	14	850
130	Hudson Orphan and Relief Association.....	Hudson, N. Y.....	1846	1846	Miss E. Jones, matron.....	Non-sect.....		
131	Warburg Orphans' Farm School of the Evangelical Lutheran Church.....	Mt. Vernon, N. Y.....	1869	1866	Rev. G. C. Holls.....	Lutheran.....	3	106
132	Asylum of St. Vincent de Paul.....	New York, N. Y. (215 West 39th street).....	.....	.....	L. B. Binns, secretary.....	R. C.....		
133	Colored Orphan Asylum.....	New York, N. Y. (143d st. and 10th avenue).....	1838	1837	Orville K. Hutchinson.....	Non-sect.....	6	2, 243
134	Hobrow Orphan Asylum.....	New York, N. Y. (77th st. and 3d avenue).....	1862	1862	Herman Baar, ru. d.....	Jewish.....	8	900
135	Ladies' Deborah Nursery and Child's Protectory.....	New York, N. Y. (95 East Broadway).....	1878	1878	Emmanuel Cohen.....	Israelito.....	2	204
136	Leake and Watts Orphan House.....	New York, N. Y. (110th st. and 9th avenue).....	1831	1843	Rev. Richard Miles Hayden.....	Non-sect.....	7	21
137	Orphan Asylum Society of the City of New York.....	New York, N. Y. (W. 73d st. and Broadway).....	1807	1806	Geo. E. Dunlap.....	Non-sect.....	3	21
138	Orphans' Home and Asylum of the Protestant Episcopal Church.....	New York, N. Y. (49th st. cor. Lexington avenue).....	1859	1851	Mrs. Dutilh, first directress.....	P. E.....	(11)	2, 296
139	Roman Catholic Orphan Asylum.....	New York, N. Y. (Madison avenue).....	1852	1868	Sister Clotilde.....	R. C.....	18	1, 189
140	Roman Catholic Orphan Asylum.....	New York, N. Y. (32 Prince street).....	1852	1826	Sister M. Pauline.....	R. C.....	13	...
141	Roman Catholic Orphan Asylum.....	New York, N. Y. (5th ave.).....	1852	1826	Sister Bernomeo.....	R. C.....	20	...
142	St. Joseph's Asylum in the City of New York.....	New York, N. Y. (Avenue A and 89th street).....	1859	1859	Sister Leander, superioress.....	R. C.....	4	1, 296
143	St. Stephen's Home for Children.....	New York, N. Y. (145 East 28th street).....	1875	1868	Sister F. Xavier.....	R. C.....	12	700
144	Shepherd's Fold.....	New York, N. Y. (157 East 60th street).....	1868	1867	Rev. E. Cowley, secretary.....	P. E.....	1	550
145	The Society for the Relief of Half Orphan and Destitute Children.....	New York, N. Y. (67 West 10th street).....	1837	1835	Mrs. J. M. Campbell.....	Non-sect.....	1	3, 728
146	Oswego Orphan Asylum.....	Oswego, N. Y.....	1852	1852	Mrs. Wilcox.....	Non-sect.....	2	...
147	Roman Catholic Orphan Asylum.....	Peekskill, N. Y.....	1852	1872	Brother Elias.....	R. C.....	13	...
148	Children's Home.....	Peterboro', N. Y.....	1872	1871	Philemon Tucker.....	R. C.....	1	226
149	Home for the Friendless of Northern New York.....	Plattsburgh, N. Y.....	1874	1874	Mrs. Moss Kent Platt, president.....	Protestant.....	4	56
150	Poughkeepsie Orphan House and Home for the Friendless.....	Poughkeepsie, N. Y.....	1852	1857	J. M. Farrar.....	Non-sect.....	3	882
151	Western New York Home for Homeless and Dependent Children.....	Randolph, N. Y.....	1878	1877	Charles Strong.....	Non-sect.....	2	105
152	Rochester Orphan Asylum.....	Rochester, N. Y.....	1838	1837	Mrs. H. P. Knight.....	Non-sect.....	1	3, 284
153	St. Joseph's German Orphan Asylum.....	Rochester, N. Y.....	1863	1863	Sister Gabriela.....	R. C.....	8	...
154	St. Mary's Orphan Boys' Asylum.....	Rochester, N. Y.....	1864	1861	M. Stanislaus.....	R. C.....	15	...
155	St. Patrick's Female Orphan Asylum.....	Rochester, N. Y.....	1845	1841	Sister Evangelist.....	R. C.....	10	1, 073
156	Onondaga County Orphan Asylum.....	Syracuse, N. Y.....	1845	1841	Mrs. H. M. Woods.....	Non-sect.....	1	2, 500
157	St. Vincent de Paul's Orphan Asylum.....	Syracuse, N. Y.....	1869	1852	Sister Anacaria Hoey.....	R. C.....	11	618

a Has four auxiliary societies, at Newark, New Brunswick, Bloomfield, and Morristown.

*From return for 1877.

TABLE XXI.—PART 1.—Statistics of orphan asylums—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
1	2	3	4	5	6	7	8	9	
158	St. Vincent's Female Orphan Asylum.....	Troy, N. Y.....	1863	1848	Sister Onésime.....	R. C.....	1	9	1,322
159	Troy Catholic Male Orphan Asylum.....	Troy, N. Y.....	1864	1852	Brother Candidus.....	R. C.....	10	1	21,802
160	Troy Orphan Asylum.....	Troy, N. Y. (8th street)	1865	1862	Charles W. Tillinghast.....	Non-sect.....	1	4	1,361
161	St. Vincent's Male Orphan Asylum.....	Utica, N. Y.....	1862	1862	Brother Hugh.....	R. C.....	9	2	1,800
162	Utica Orphan Asylum.....	Utica, N. Y.....	1830	1830	Mrs. J. M. Talcott.....	Non-sect.....	1	13	1,493
163	Thomas Asylum for Orphan and Destitute Indian Children.....	Versailles, N. Y.....	1855	1855	E. F. Hall.....	Non-sect.....	2	8	478
164	Orphan Asylum*.....	Oxford, N. C.....	1873	1873	J. H. Mills.....	Non-sect.....	1	6	430
165	German Methodist Orphan Asylum.....	Berea, Ohio.....	1865	1863	Herman Herzer.....	M. E.....	1	2	260
166	German Protestant Orphan Asylum.....	Cincinnati, Ohio.....	1851	1852	Mr. Salrus.....	Non-sect.....	3	12	.....
167	New Orphan Asylum for Colored Youth.....	Cincinnati, Ohio.....	1845	1845	Charles Armstrong.....	Non-sect.....	1	1	950
168	St. Aloysius Orphan Asylum.....	Cincinnati, Ohio.....	1843	1843	Rev. Jerome Kilguschein, O. S. F.....	R. C.....	1	1	1,400
169	Cleveland Protestant Orphan Asylum.....	Cleveland, Ohio.....	1853	1853	Abraham H. Shumk.....	Non-sect.....	1	3	2,648
170	Jewish Orphan Asylum, I. O. B. B.....	Cleveland, Ohio.....	1858	1858	Dr. Samuel Wolfenstein.....	Jewish.....	7	22	538
171	{ St. Mary's Orphan Asylum.....	Cleveland, Ohio.....	1851	1851	Miss M. Le Masson.....	R. C.....	.....	.....	.....
172	{ St. Joseph's Asylum.....	Cleveland, Ohio (Monroe st.).....	1853	1853	Mother St. Joseph.....	R. C.....	.....	10	1,349
173	St. Vincent's Male Orphan Asylum.....	Cleveland, Ohio.....	1867	1867	Hiram Lewis, secretary.....	Non-sect.....	1	14	792
174	Montgomery County Children's Home.....	Dayton, Ohio.....	1868	1866	J. E. Dreisbach.....	Ev. Asso.....	4	6	267
175	Ebenezer Orphan Asylum.....	Flat Rock, Ohio.....	1866	1869	Mary C. Moore, president trustees.....	Non-sect.....	0	4	300
176	Children's Home of Butler County.....	Hamilton, Ohio.....	1869	1874	Thomas I. Murdock, manager.....	Non-sect.....	.....	5	.....
177	Children's Home of Lawrence County.....	Ironton, Ohio.....	1869	1869	Simon D. Hart, M. D.....	Non-sect.....	2	15	577
178	Washington County Children's Home.....	Marietta, Ohio.....	1876	1876	J. F. Buck.....	Non-sect.....	3	17	346
179	Fairmount Children's Home.....	Mt. Union, Ohio.....	1876	1875	G. W. McWhorter.....	Non-sect.....	1	2	44
180	Home for Friendless Children.....	Mt. Vernon, Ohio.....	1877	1877	R. Ball, acting.....	Non-sect.....	2	6	210
181	Scioto County Children's Home.....	Portsmouth, Ohio.....	1869	1868	Rev. I. L. Bilen.....	R. C.....	4	10	200
182	Citizen Hospital and Orphan Asylum.....	Toledo, Ohio.....	1860	1867	Charles Beckel.....	Ev. Luth.....	2	2	325
183	German Evangelical Lutheran Orphan Asylum.....	Toledo, Ohio.....	1867	1867	Miss J. A. McConnell.....	Non-sect.....	1	5	518
184	Protestant Orphans' Home.....	Toledo, Ohio.....	1875	1854	Sister Mary, superior.....	R. C.....	.....	6	1,152
185	St. Vincent Orphan Home.....	Zanesville, Ohio.....	1875	1854	Mrs. Ann W. Duf, matron.....	Non-sect.....	1	4	.....
186	Protestant Orphan Asylum of Pittsburgh and Allegheny.....	Allegheny, Pa.....	1868	1832	Mrs. E. McKelvey, matron.....	Non-sect.....	.....	10	2,900

TABLE XXI. — PART I. — *Statistics of orphan asylums* — Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
222 Palmetto Orphan Home.....	Columbia, S. C.	1872	1873	I. W. Parker, M. D.	Non-sect.	1	1	59
223 State Orphan Asylum*.....	Columbia, S. C.	1872	1873	C. J. Carroll, secretary.	Non-sect.	1	4	286
224 Carolina Orphan Home.....	Spartanburg, S. C.	1872	1873	R. C. Oliver	Non-sect.	1	1	25
225 Canfield Orphan Asylum.....	Memphis, Tenn.	1866	1864	James E. Gloss.	P. E.	1	2	1,000
226 Church Orphans' Home.....	Memphis, Tenn.	1867	1867	Sisters of St. Mary.	P. E.	0	4	.....
227 Nashville Protestant Orphan Asylum.....	Nashville, Tenn.	1847	1845	Mrs. H. G. Scovel, secretary.	Non-sect.	.....	2	.....
228 St. Mary's Orphan Asylum.....	Nashville, Tenn.	.....	1864	Dominican Sisters	R. C.	.....	4	778
229 Home for Destitute Children.....	Burlington, Vt.	1865	1865	Mrs. William C. Hickok, president.	Non-sect.	1	6	401
230 Providence Orphan Asylum.....	Burlington, Vt.	1866	1864	Sister Catharine	R. C.	.....	10	1,327
231 Jackson Orphan Asylum.....	Norfolk, Va.	1856	1856	Mrs. M. Smith	P. E.	.....	1	36
232 Norfolk City Female Orphan Asylum.....	Norfolk, Va.	1815	1816	Mrs. M. F. Mallory	Non-sect.	2	2	320
233 Portsmouth Orphan Asylum.....	Portsmouth, Va.	1856	1856	R. W. Ordlin	Non-sect.	1	4	.....
234 Friends' Asylum for Colored Orphans*.....	Richmond, Va.	1867	.....	Cora A. Gray	Non-sect.	1	1	512
235 St. Joseph's Orphan Asylum.....	Richmond, Va.	1868	1864	Sisters of Clarity	R. C.	.....	3	100
236 St. Paul's Church Home.....	Richmond, Va.	1861	1867	Rev. C. Minnigerode, D. D., rector.	P. E.	.....	3	.....
237 St. Vincent's Roman Catholic Orphan Asylum.....	Winchester, W. Va.	1850	1850	Sister Mary Basil	R. C.	0	4	.....
238 Milwaukee Orphan Asylum.....	Milwaukee, Wis.	1850	1850	Maria P. Mason, matron	Non-sect.	.....	3	364
239 Milwaukee Orphan Asylum.....	Milwaukee, Wis.	1851	1848	Sister Camilla, principal	R. C.	.....	9	1,015
240 Taylor Orphan Asylum.....	Madison, Wis.	1867	1872	William K. May, secretary	Non-sect.	1	12	89
241 St. Zenilian's Orphan Asylum.....	St. Francis Station, Wis.	1850	1851	Rev. A. Zeininger	R. C.	.....	12	.....
242 Home for Destitute Colored Women and Children.....	Washington, D. C.	1863	1863	Sister Ediza Hiccock	Non-sect.	1	11	756
243 St. John's Orphanage.....	Washington, D. C.	1870	1870	Sister Sarah	P. E.	.....	.....	.....
244 St. Joseph's Orphan Asylum.....	Washington, D. C.	1855	1855	Sisters of the Holy Cross	R. C.	1	12	.....
245 St. Vincent's Female Orphan Asylum.....	Washington, D. C.	1858	1858	Sister M. Blanche	R. C.	.....	6	.....
246 Cherokee Orphan Asylum.....	Cherokee Nation, Ind. T.	1871	1872	Rev. Walter A. Duncan	Non-sect.	3	5	231

* From return for 1877.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
		10	11	12	13	14
1	Church Homes for Orphans.....	Under 10.....	.....	Voluntary contributions.....	Household duties, sewing, and teaching.	Situations provided.
2	Protestant Orphan Asylum.....	Under 14.....	Orphanage and destitution.	Voluntary contributions.....	Household duties and sewing for girls; for boys, gardening.	Placed in families.
3	Orphans' Home of the Synod of Alabama.	1-14.....	.....	Voluntary contributions.....	Housework, cooking, sewing, laundry work, and printing.	Placed in suitable families.
4	Sacramento Protestant Orphan Asylum.....	Under 14.....	.....	Subscriptions, donations, annual allowance of \$100 for each whole, and \$75 for each half, orphan.	.....	Adopted, taken by friends, indentured, and some put out to service.
5	Pacific Hebrew Orphan Asylum and Home Society.	Under 14.....	.....	Donations, membership fees, bequests, &c.	None.....	Apprenticed to trades and supported until able to earn a livelihood.
6	Roman Catholic Orphan Asylum*.....	6-14.....	Moral character, destitution, and freedom from contagious disease.	Appropriations and contributions.	Housework, sewing, &c.	Returned to friends or placed in care of responsible guardians.
7	St. Boniface's Orphan Asylum.....	Under 14.....	.....	By parents, State, and contributions.	Housework, cooking, laundry work, and sewing.	Provided with homes, and some returned to parents.
8	St. Vincent's Male Orphan Asylum.....	Over 6.....	Orphanage and destitution.	State appropriations, contributions, and support of half orphans.	Kept at school.....	Adopted into families or apprenticed to trades.
9	Good Templars' Home for Orphans.....	1-14.....	.....	By Good Templars of California, State aid, contributions, and monthly support from parent or guardian.	Farming and gardening to a limited extent.	Adopted or placed in situations.
10	Bridgeport Protestant Orphan Asylum.....	3-12.....	Orphanage and destitution.	Contributions.....	Household duties.....	Outfit of clothing and payment of \$50.
11	Hartford Orphan Asylum.....	Under 12.....	.....	Mostly endowment.....	Farming and domestic duties.	Indentured.
12	New Haven Orphan Asylum.....	2-10.....	Orphanage or destitution.	Contributions, city appropriations, and endowment.	Sewing and housework.	Indentured until 18 years of age; to be provided with two suits of clothing and a certain sum of money at the end of the term.

* From return for 1877.

TABLE XXI.—PART I.—*Statistics of orphan asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1		10	11	12	13	14
13	St. Francis Orphan Asylum.....	3-12	.....	Voluntary contributions.....	Sewing and housework	Situations procured.
14	Orphans' Home, North Georgia Conference.	5-10	.....	Voluntary contributions.....	Housework and farming.	Put in families and to trades.
15	Appleton Church Home.....	2-12	.....	Endowment and subscription.....	General housework.....	Homes in families.
16	Orphans' Home of South Georgia Conference.	4-14	.....	Contributions and home farm.....	Domestic work and farming.	Positions as teachers, clerks, and farmers.
17	Episcopal Orphans' Home.....	Under 18	.....	Permanent fund, subscriptions, and personal efforts.	All domestic duties.....	Adoption, or placed in good homes as servants.
18	Union Society, Bethesda Orphan Home.....	6-15	Orphanage and destitution.	Twenty-three hundred dollars per annum from rents, and contributions of \$5 a year from each member.	Farming.....	Employment is found for them.
19	St. Joseph's Orphanage.....	.....	Orphanage and destitution.	Contributions of Georgia Catholics.	Farming, shoemaking, and printing.	Placed on farms.
20	Chicago Protestant Orphan Asylum.....	.....	.....	Mostly by subscriptions.....	Domestic duties and dress making.	Provided with good homes.
21	Nursery and Half Orphan Asylum.....	Under 12	.....	Private contributions and small endowments.	Sewing and light housework.	.....
22	St. Joseph's Orphan Asylum.....	3-12	.....	Contributions.....	Sewing and domestic duties.	Provided with good homes.
23	Uhlich Orphan Asylum.....	2	Destitution.....	Endowment, contributions, and pay for half orphans.	None.....	Employment is found for them; they have the privilege of returning to the institution when in need of a home.
24	Asylum of St. Casimir for Polish Children.	.....	.....	Contributions and collections.....	Farming.....	Permanent homes are provided.
25	Home for the Friendless.....	No limit	.....	Voluntary contributions.....	Housework and sewing.	Provided for until 18 years old.
26	German Protestant Orphan Asylum.....	1	.....	Contributions and the German Protestant Orphan Society.	None.....	Legal adoption in good homes.
27	Home for Friendless Colored Children.....	Under 12	Good physical and mental condition.	County appropriations and voluntary contributions.	General housework and wood saving.	Adopted or indentured in Christian families or to trades.
28	Indianapolis Orphans' Asylum.....	Under 12	.....	County appropriations and public charity.	Household duties.....	Placed in good homes.
29	St. Joseph's Orphan Asylum and Industrial School.	2-21	Destitution.....	Contributions and profit from farm.	Shoe making, tailoring, and farming.	.....

30	St. Joseph's Asylum and Mammal Labor School.						Contributions and church collections.	Farming, sewing, laundry work, cooking, and general housework.	Placed in good homes.
31	St. Vincent's Male Orphan Asylum	2-10	Destitution				Donations and annual collections.		
32	German and English Asylum	2-12					Contributions and subscriptions.	Needlework and knitting for girls; boys, work on farm.	Placed with good farmers. Placed in Christian homes.
33	Kansas Orphan Asylum.	2-15	Destitution				Voluntary contributions		
34	St. Thomas Orphan Asylum	2-15					By collections	Farming	Adopted or indentured. Placed with farmers.
35	St. John's Orphan Asylum.						By members of the society and Voluntary contributions.	All useful duties.	Placed in good families.
36	Baptist Orphans' Home	Boys under 7; girls under 12					Voluntary contributions	Housekeeping and sewing.	Adopted into good families.
37	German Baptist Bethesda	2 and over					Voluntary contributions	Housework and farming.	
38	German Protestant Orphan Asylum	Under 12	German orphans and destitute.				Contributions	Sewing, knitting, and housework.	Boys are apprenticed to trades or placed on farms, girls returned to friends or placed in good homes.
39	Masonic Widows' and Orphans' Home*	3-13	Orphanage and destitution.				Endowment, donations, &c	Printing and chair bot- toming.	Returned to friends or placed in good homes.
40	Orphanage of the Good Shepherd	6-10					Voluntary contributions	Printing, engineering, and farming.	Retained until able to provide for themselves.
41	Presbyterian Orphans' Home, Society of Louisville.*	2-13					Donations and rents		
42	St. Joseph's Orphan Asylum.						Voluntary contributions		
43	St. Vincent's Orphan Asylum.	Under 10	Must be able to read and write and of good character.				Endowment and tuition fees	Sewing and housework	Returned to friends or put out to service.
44	Kentucky Female Orphan School a	14						Housework	
45	Cleveland Orphan Institution.	4-12					By interest on invested funds.		
46	Orphans' Home Society b.	Under 21	Destitution				Proceeds from plantation and donations.	Agriculture, housework, and sewing.	Placed in families, and some prepared for teachers.
47	Association for the Relief of Jewish Widows and Orphans.		Widows, orphans, or half orphans.				Members' dues, voluntary contributions, and city appropriations.	None to boys; girls are taught sewing and housework.	Placed in business, at trades, and in good families.
48	Asylum for Destitute Orphan Boys	1-14	Orphanage and destitution.				Legacies, appropriations, and contributions.	None	None.
49	Half Orphan Asylum						By the school		
50	Louisiana Asylum*	6-10					City monthly payment and pub- lic charity.	Sewing and housework	
51	Poydras Female Orphan Asylum.	Any age	Their necessity				By endowment.	General housework and sewing.	
52	St. Joseph's German Orphan Asylum.	1-12	Destitution				Voluntary contributions, alms, city appropriations, and reve- nues of St. Joseph's Cemetery.	Needlework and house duties.	Placed in families and ap- prenticed to trades.

^a From return for 1877. ^a Is properly a graded normal school; to be transferred to Table III. ^b Suspended in 1873; there is but one inmate at time of reporting.

a Is properly a graded normal school; to be transferred to Table III.

* From return for 1877.

* From return for 1877.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
53 St. Mary's Catholic Orphan Boys' Asylum.	Under 12....	Orphanage and destitution.	Public charity	Tailoring, gardening, carpentry, shoemaking, cooking, laundry, and housework.	Placed in families and apprenticed to trades.
54 Children's Home.....	Boys under 8.	Any needy child.....	Endowment, State appropriation, and contributions.	Domestic and needle work.	Received at the Home in necessity.
55 Asylum of Our Lady of Lourdes	1-10	Destitution and generally a bond of solidarity.	By alms and payment of pupils.	Housework.	Adopted or indentured.
56 Female Orphan Asylum of Portland	Under 9....	Destitution and orphanage.	By invested funds, annual subscriptions, and donations.	Household duties, sewing, and knitting.	Half orphans returned to parents.
57 Baltimore Orphan Asylum.....	6-9	.....	By donations and subscriptions.	Sewing and housework.	Given a trade as reward of merit.
58 Christ Church Asylum for Female Children.	4	.....	Contributions and church collections.	Sewing	Placed in business.
59 Hebrew Orphan Asylum of Baltimore	3-8	.....	By members of H. O. A. Association and patrons.	Housework and sewing.	Educated and fitted for business.
60 Johns Hopkins Colored Orphan Asylum..	Under 7....	Their necessity	Endowment	Sewing and housework.	Homes or situations are provided.
61 St. Anthony's Asylum .....	.....	Destitution	Charitable collections and contributions.	.....	Generally sent to Industrial School.
62 St. Mary's Female Orphan Asylum	5-9	Destitution	Contributions, donations, and ground rents.	Domestic duties	Homes are provided.
63 St. Peter's Asylum for Female Children ..	Under 14.	.....	By subscriptions	Sewing and housework	Placed in homes or at trades.
64 St. Vincent's Male Orphan Asylum	8 and over	.....	By charity	Farming	Good homes are provided.
65 Baltimore Manual Labor School for Indigent Boys.	Any age	.....	Endowment and contributions.	.....	Homes are found.
66 Baldwin Place Home for Little Wanderers	3-10	.....	Voluntary contributions	Housework	Adopted into families.
67 Boston Female Asylum	4 and over	.....	Contributions and proceeds of the farm.	Housework and sewing	Indentured to families or sent to friends.
68 Dr. Martin Luther Orphans' Home	5-15	Residence in diocese or payment of pension.	Payment for pupils and contributions.	Printing	Placed in good situations.
69 House of the Angel Guardian	4-14	.....	By contributions	Baking and tailoring	Adopted into families or returned to guardians.
70 St. Vincent's Orphan Asylum	1-15	.....	Contributions and labor of the Sisters.	General housework	Adopted into good families or taught trades.
71 House of Providence.....	.....	.....	.....	General housework .....	.....
72 .....	.....	.....	.....	.....	.....

73	Protectorcy of Mary Immaculate.....	2-	Orphans, half orphans, and destitute.	Industry of the Sisters, fairs, and contributions.	Housework and sewing to friends.	Placed in homes or returned to friends.
74	New Bedford Orphans' Home.....	Under 9.....	Orphans and destitute.	Endowment and contributions.	Housework and sewing.	Inductured to families.
75	Newton Home for Orphan and Destitute Girls.	5-11.....	To be trained to house-service until 15 years of age.	Contributions.....	Housework and sewing.	Returned to friends or put out to service.
76	City Orphan Asylum.....	18 mos. to 12 yrs.	Destitute, and of Protestant parentage.	Charity, and industry of Sisters.	Domestic duties.....	Placed in good homes or returned to relatives.
77	Seamen's Orphan and Children's Friend Society.	1½ and over.....		Endowment, yearly subscriptions, and voluntary contributions.	Sewing and housework.....	
78	Church Home for Orphan and Destitute Children.	4-8.....	Orphanage and destitution.	Subscriptions and donations.....	.....
79	Children's Home.....	Boys under 8; girls over 2.	Destitution.....	Income from a fund and contributions.	Housework.....	Adopted into families.
80	Orphans' Home.....	2-10.....	Orphanage.....	Voluntary contributions.....	Housework.....	Homes in families.
81	Ladies' Protestant Orphan Asylum.....	2-12.....	Orphanage.....	Subscriptions, donations, and interest on sinking fund.	Farmwork.....	Adopted or returned to friends.
82	St. Anthony's Male Orphan Asylum.....	5-12.....	Destitution.....	Collections and pay of boarders.	Housework and sewing.....	Adopted into families or situations provided.
83	St. Vincent's Orphan Asylum.....	2-12.....	Orphans and half orphans.	Contributions, legacies, &c.....	Domestic work.....	Good homes provided.
84	St. Mary's Orphan Asylum.....	2 or 3.....	Orphans and destitute.	Charity.....	Housework and sewing, and gardening.	Good homes are secured.
85	German Orphan Asylum.....	2-14.....	Orphanage and destitution.	Contributions and donations.....	.....	Adopted, indentured, or returned to friends and relatives.
86	St. Joseph's Orphan Asylum.....	Under 14.....	Orphanage and destitution.	Contributions.....	Housework and sewing, and gardening.	Placed in families or as clerks in stores.
87	St. Paul Protestant Orphan Asylum.....	.....	.....	Contributions and labor of inmates.	Sewing and housework.....	Suitable homes are provided.
88	D'Evereux Hall.....	4-13.....	.....	Donations.....	Farming, housework, and sewing.	Indentured, adopted, or returned to relatives.
89	St. Mary's Orphan Asylum.....	3.....	.....	By monthly fees and church collections.	.....	Placed with farmers or apprenticed to trades.
90	Evangelical Lutheran Orphan Home.....	½-16.....	Orphans or half orphans.	Manual labor and contributions.	Sewing, and housework, and drawing.	
91	Catholic Protectorate of St. Louis.....	12-14.....	Orphanage and destitution.	By donations.....	Sewing, dressmaking, laundry work, and shoemaking.	Placed in families or taken by relatives.
92	German St. Vincent's Orphan Asylum.....	Under 10.....	Orphanage and destitution.	By charity.....	Housework and sewing.	Transferred to Industrial School.
93	Home of the Good Shepherd.....	Over 2.....	Orphanage and destitution.	Charitable contributions and work of Sisters.	Sewing and domestic duties.	Adopted into homes.
94	St. Bridget's Half Orphan Asylum.....	5-16.....	Orphanage and destitution.	By endowment and contribution.	House duties and farming.	Inductured, adopted, or taken by friends.
95	St. Joseph's Male Orphan Asylum.....	5-12.....	Orphanage and destitution.	State appropriation.....	.....
96	St. Mary's Orphan Asylum.....	5-12.....	Orphanage and destitution.	.....	.....
97	St. Louis Protestant Orphan Asylum.....	Under 12.....	Orphanage and destitution.	.....	.....
98	State Orphans' Home.....	Under 14.....	Orphanage and destitution.	.....	.....

*From a return for 1877.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1		10	11	12	13	14
99	Orphans' Home.....	Under 10.....	.....	Contributions, endowment, and pay of boarders.	Housework.....	Clothing.
100	New Hampshire Orphans' Home.....	3-14.....	.....	Voluntary contributions.....	Housework, sewing, and farming.	Adopted into families.
101	West-Jersey Orphanage for Destitute Colored Children.....	2-8.....	Destitution.....	Voluntary contributions.....	Household employments.	Indentures of apprenticeship until 18 or 21 years of age.
102	Home for Friendless Children*.....	4-10.....	.....	By contributions.....	Domestic economy and sewing.	Provided with homes.
103	St. Mary's Female Orphan Asylum.....	2-14.....	.....	By St. Mary's Parish.....	Domestic economy and sewing.	Returned to relatives or put out to service.
104	Newark Orphan Asylum.....	2-10.....	.....	Endowment, appropriations, and contributions.	Domestic duties.....	Placed in good homes.
105	St. Peter's Asylum.....	2-13.....	.....	Charitable contributions.....	Needlework.....	Placed in families.
106	Orange Orphan Home*.....	2-.....	.....	By contribution.....	General housework and gardening.	Placed in homes.
107	Peterson Orphan Asylum Association for Orphans, Half Orphans, and Homeless Children.....	3-10.....	.....	Contributions solicited by trustees.	.....	.....
108	St. Mary's Orphan Asylum.....	1-.....	.....	By charity.....	Sewing.....	Placed in families.
109	St. Vincent's Male Orphan Asylum.....	5-12.....	.....	County appropriation.....	Gardening and tailoring.	.....
110	Cayuga Asylum for Destitute Children.....	2-12.....	.....	County appropriation and contributions.	Sewing, housework, and gardening.	Indentured and adopted.
111	Sasquehanna Valley Home.....	2-14.....	.....	Board of children from county.....	Farming, shoemaking, and printing.	Homes are found for them.
112	Brooklyn Howard Colored Orphan Asylum.....	2-10.....	Destitution.....	Public charity.....	House duties.....	Indentured.
113	Orphan Asylum Society of the City of Brooklyn.....	3-12.....	Orphanage and destitution.	Contributions, appropriations by board of education, and excise license fees.	Sewing and housework.....	Adopted or indentured.
114	Orphans' Home, Church of the Holy Trinity.....	.....	.....	Voluntary contribution.....	Housework.....	Placed in good families.
115	Orphan Home on the Church Charity Foundation.....	5-10.....	Orphans, half orphans, and destitute children.	Contributions from the Protestant Episcopal Churches of Long Island.....	Printing, sewing, and basket making, and general housework.	Indentured or returned to friends.
116	St. John's Home.....	2-14.....	.....	By contributions and appropriations.	Engineering, baking, and use of sewing machine.	Situations are provided.
117	St. Joseph's Female Orphan Asylum.....	2-14.....	.....	Voluntary contributions, bequests, &c.	Sewing and domestic duties.	Transferred to Industrial School; some provided with situations.

	Under 12.....	Orphans and destitute.....	Endowment, contributions, charity, board, &c. Voluntary contributions. Appropriations and contributions.	Housework.....	Homes found for them.
118	Buffalo Orphan Asylum.....				Indentured or adopted. They have a permanent home in the institution, to which they may return when sick or out of employment. Placed in good families.
119	Church Charity Foundation.....	2-12		Housework, sewing, and farming.	
120	Evangelical Lutheran St. John's Orphan Home.....			Sewing, knitting, &c.	
121	German Roman Catholic Orphan Asylum.....	2-12	Destitute and free from contagious disease.	Dressmaking and plan sewing. Domestic duties.....	Adopted or returned to friends. Adopted and indentured.
122	St. Vincent's Female Orphan Asylum.....	6-14	Good physical and mental condition.	Domestic economy and sewing.	Placed in Home of Industry to learn trades.
123	Ontario Orphan Asylum.....	Under 12.....	Orphanage and destitution.	Housework, sewing and farming.	Adopted or situations provided for them.
124	St. Mary's Orphan Asylum*.....	5-12	Destitution.....	Housework and sewing.	Provided with homes or returned to relatives.
125	St. Mary's Orphan Asylum.....	3-15	Health, and need of protection.	Housework and sewing.	Homes are provided or children returned to friends.
126	Orphan House of the Holy Saviour.....	Boys, under 7; girls, under 12.....			Placed with persons bound to provide for them as they would for their own. Indentured.
127	St. Mary's Orphan Asylum and School.....	2-16		None.....	
128	St. Malachy's Home.....	2-10		Housework, farming, printing, and book-binding.	Can return to the home when sick or out of employment.
129	Southern Tier Orphans' Home.....	Under 16.....		Housework and gardening.	Indentured or returned to friends.
130	Hudson Orphan and Relief Association.....	Under 12.....		Printing and shoe-making.	Boys transferred to industrial school, or provided with business positions. The girls go out as teachers, seamstresses, or domestic.
131	Warburg Orphans' Farm School of the Evangelical Lutheran Church.....	6-10		Housework and sewing.	Apprenticed to trades or returned to parents.
132	Asylum of St. Vincent de Paul.....			Household duties.....	Indentured or surrendered to relatives.
133	Colored Orphan Asylum.....	2-10	Must belong to New York State and be destitute.	None.....	Indentured to families.
134	Hebrew Orphan Asylum.....	4-10			
135	Ladies' Deborah Nursery and Child's Prosectory.....	2-16			
136	Leake and Watts Orphan House.....	3-12	Must be healthy.....		
137	Orphan Asylum Society of the City of New York.....	Under 10.....	Orphanage.....		

a Has four auxiliary societies, at Newark, New Brunswick, Bloomfield, and Morristown.

*From a return for 1877.

TABLE XXI.—PART 1.—*Statistics of orphan asylums*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
138	Orphans' Home and Asylum of the Protestant Episcopal Church.					
139	Roman Catholic Orphan Asylum.	3-8	Orphanage.	Voluntary contributions	Housework and sewing.	Homes are secured and general care and oversight given them until of age.
140	Roman Catholic Orphan Asylum.	4-9		Charitable contributions	Sewing	Returned to parents or guardians.
141	Roman Catholic Orphan Asylum.	4-9		Voluntary contributions	Housework and sewing.	Returned to relatives or guardians.
142	St. Joseph's Asylum in the City of New York.	3-	Orphanage. Preference given to German orphans.	Contributions, subscriptions, endowment, and city appropriation.	Sewing and knitting.	Returned to friends or sent to Peckskill Asylum.
143	St. Stephen's Home for Children	3-10	Destitution.	Contributions and appropriation.	Domestic work and use of sewing machine.	Indentured or returned to friends. The institution takes general oversight.
144	Shepherd's Fold		Orphanage and destitute.	City appropriations, contributions, subscriptions, and legacies.	Domestic work and sewing.	Placed in families at trades, or returned to friends.
145	The Society for the Relief of Half Orphan and Destitute Children.	4-10	Half orphans or destitute.	Contributions and board of inmates.	Housework and sewing.	Returned to friends or provided with homes.
146	Oswego Orphan Asylum			Appropriations, contributions, and interest on permanent fund.	None	Homes are provided.
147	Roman Catholic Orphan Asylum.			Charitable contributions.	Farming, tailoring, shoemaking, and baking.	Placed at service or returned to friends.
148	Children's Home.	2-16		By county.	Sewing and gardening.	Adopted and indentured.
149	Home for the Friendless of Northern New York.	Boys, 2-12; girls, over 2.		Contributions and aid from county.	General housework.	
150	Poughkeepsie Orphan House and Home for the Friendless.	2-12		Subscriptions and income from investments.	Housework, gardening, sewing, basket making and shoemaking.	Returned to friends or provided with suitable homes.
151	Western New York Home for Homeless and Dependent Children.	Under 16.		Charity and board of pauper children.	Housekeeping, sewing, gardening, and farming.	Adopted and indentured.
152	Rochester Orphan Asylum.	Under 12.	Orphans and destitute.	Contributions and board of pauper children.	Housework and sewing.	Indentured or adopted into good families.

153	St. Joseph's German Orphan Asylum.....	Under 12.....	Contributions and the proceeds of its own property.....	Sewing and housework. Farming and trades.....	Boys learn trades and girls are placed in good families. Placed at trades or on farms.
154	St. Mary's Orphan Boys' Asylum.....	3-14.....	Contributions.....	Sewing, trades, and housework.....	None.
155	St. Patrick's Female Orphan Asylum.....	1-14.....	Donations and contributions.....	Sewing, housework, and trades.....	Returned to friends, placed at trades or in good homes.
156	Onondaga County Orphan Asylum.....	2-14.....	Endowment, appropriations, and board of children. City, county, collections and contributions.	Domestic work, sewing, and knitting.	Homes and situations provided for them.
157	St. Vincent de Paul's Orphan Asylum.....	2.....	By city and county.....	Housework, dress-making, laundry work, and machine sewing.	Placed in stores, in good families, and can return to the institution until they reach 18 years.
158	St. Vincent's Female Orphan Asylum.....	3-12.....	Appropriations and contributions.	Farming and gardening.	Homes found in good families.
159	Troy Catholic Male Orphan Asylum.....	2-13.....	Appropriations, contributions, legacies, and board of children.	None.....	Adopted or indentured.
160	Troy Orphan Asylum.....	3-10.....	Appropriation by counties.	None.....	Adopted or indentured.
161	St. Vincent's Male Orphan Asylum.....	5-13.....	Endowment and pay for county children.	Housework, sewing, farming, and gardening.	Returned to friends, adopted, or placed at trades.
162	Utica Orphan Asylum.....	Under 12.....	By the State of New York.....	Farming, gardening, sewing, and housework.	Homes found or a profession given them.
163	Thomas Asylum for Orphan and Destitute Indian Children.....	Under 16.....	By contributions.....	For girls, sewing, knitting, &c.; for boys, farming; talented boys are sent to college.	When 18 years of age \$100 are given them.
164	Orphan Asylum*.....	6-14.....	Church contributions.....	Farming and housework.....	None.
165	German Methodist Orphan Asylum.....	1 and over.....	Endowment and contributions.....	None.....	Adopted into good families. Provided with situations.
166	German Protestant Orphan Asylum.....	Under 12.....	By contributions.....	Farming, shoemaking, tailoring, and general housework.	Placed in good families.
167	New Orphan Asylum for Colored Youth.....	Under 12.....	Monthly fees and collections from St. Aloysius Benevolent Society.	Shoemaking and gardening.	At 16 years of age placed in good families.
168	St. Aloysius Orphan Asylum.....	Under 12.....	Endowment and contributions from lodges and donations.	Housework.....	Indentured.
169	Cleveland Protestant Orphan Asylum.....	Under 10.....	Contributions from lodges and donations.	Housework and farming.	
170	Jewish Orphan Asylum, I. O. E. B.....	5-12.....	Industry of inmates and contributions.	Housework and farming.	
171	{ St. Mary's Orphan Asylum.....	3-11.....	By contributions.....	Housework and farming.	
172	{ St. Joseph's Asylum.....	3-11.....	County tax.....	Housework and farming.	
173	St. Vincent's Male Orphan Asylum.....	Under 16.....	Endowment, contributions, and proceeds of farm.	Farming, housework, and sewing.	
174	Montgomery County Children's Home.....	2-10.....	Voluntary contributions.....	Housework and sewing.	
175	Elvenczer Orphan Asylum.....	1-15.....	Poverty and orphanage.....		
	Children's Home of Butler County.....				

* From a return for 1877.

TABLE XXI. — PART 1. — *Statistics of orphan asylums* — Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
176 Children's Home of Lawrence County	Over 2 .....	.....	By county	Sewing, knitting, and housework.	Placed in good homes.
177 Washington County Children's Home	Under 16 .....	.....	By taxation	Housekeeping and farming.	Provided with good homes.
178 Fairmount Children's Home	Under 16	Orphanage, abandonment, and destitution.	By taxation	Housework, sewing, farming, and gardening.	Indentured or adopted.
179 Home for Friendless Children	2-16 .....	.....	By contributions	Housework and gardening.	Placed in Christian homes.
180 Scioto County Children's Home	Under 16	Poor children of the county or orphans.	By county tax	Housework, sewing, knitting, and gardening.	Placed in homes until of age or returned to friends.
181 Citizen Hospital and Orphan Asylum	2 and over	Orphanage	By industry of inmates	Farming and housework.	Placed in homes.
182 German Evangelical Lutheran Orphan Asylum.	2 and over	Helpless orphanage, or, if able, payment of \$2 to \$6 a month for board.	Contributions of orphan society, donations, and produce of farm.	.....	Taught trades or put to service.
183 Protestant Orphans' Home .....	.....	Destitution and orphanage.	By contributions	Housework	Adopted into families.
184 St. Vincent Orphan Asylum .....	.....	Destitution	By contributions	Sewing and housework.	Placed with farmers.
185 McDuire Children's Home	4-12 .....	.....	By endowment	Housework	Placed with farmers, apprenticed, or reclaimed by friends.
186 Protestant Orphan Asylum of Pittsburgh and Allegheny	12	Orphans and half orphans.	Contributions and endowment	Housework, gardening, and sewing.	Placed in good homes or returned to friends.
187 St. Joseph's Orphan Asylum	2-12 .....	.....	Collections, donations, and board of half orphans.	Housework and sewing.	Indentured.
188 Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church .....	.....	Must be deserving	By contributions	Housework, gardening, and chair caning.	Indentured.
189 Home for Friendless Children of the City and County of Lancaster.	4-12	Must be of white parentage.	County appropriation .....	.....	Places provided for them.
190 Emaus Orphan House	5-12	Destitution and good health.	Endowment of George Frey	Horticulture and domestic economy.	Adopted, taken by parents, or placed in good homes.
191 Baptist Orphanage .....	.....	.....	Voluntary contributions	Farming, general housework, and sewing.	.....
192 Bethesda Children's Christian Home	2-6 .....	.....	.....	.....	.....

193	Burd Orphan Asylum of St. Stephen's Church.	4-8	Fatherless and baptized in the P. E. Church.	By endowment.	Sewing, housework, and cooking.	Placed at trades or in situations; given an outfit in clothing and \$50. Places are found for them.
194	Church Home for Children.	3-9	Orphanage and destitution.	Voluntary contributions.	Housework, cooking, and sewing.	Placed at trades or in situations; given an outfit in clothing and \$50. Places are found for them.
195	Girard College for Orphans.	6-10	Poor, white male orphans; preference is given to those born in Philadelphia.	Endowment.	Shoemaking, carpentry, and gardening.	Indentured to trades between 14 and 18 years of age.
196	Home for Destitute Colored Children.	Under 12	Destitution.	Endowment and contribution.	None.	Indentured in good families.
197	Jewish Foster Home and Orphan Asylum.	Under 4.		Contributions, subscriptions, and dues from members.	Housework and sewing.	Those over 13 years are placed outside of the home to learn some trade, but remain under charge until indentured.
198	Northern Home for Friendless Children.	3-12	Orphanage and of legitimate birth.	By contributions.	None.	Indentured.
199	Philadelphia Orphan Asylum.	Boys, under 6; girls, under 8.		Endowment and annual contribution.	Housework and sewing.	Indentured into families.
200	Presbyterian Orphanage in the State of Pennsylvania.	3-8		Voluntary contributions.		Boys under 10 years placed in Girard College; others placed in families.
201	Southern Home for Destitute Children.	Under 12.	Good physical condition.	Voluntary contributions.		Placed in families until of age.
202	Shelter for Colored Orphans.	Under 8.		By dues from members of Society of Friends.		Indentured at 10; girls until 18, boys until 19.
203	Union Temporary Home.	Girls, 3-12; boys, 3-8.		Endowment, subscription, and board of inmates.	Sewing and housework.	Taken by parents or placed in good homes.
204	Western Home for Poor Children.	4-10		Contributions and interest on endowment.		Indentured or returned to friends.
205	Benevolent Association Home for Children.	4-12		Contributions.	Gardening, sewing, and housework.	Indentured to trades or in families.
206	St. Catharine's Female Orphan Asylum.	2-10		Voluntary contributions.	Dress and shirt making, laundry and house work.	Taken by parents or adopted.
207	St. Vincent's Orphan Asylum.	1-12		By contributions.	Sewing, housework, and gardening.	Indentured to families or returned to friends.
208	Emlen Institution.	12	Good health.	Income, farm products, and voluntary donations.	Farming, dairy and house work.	None; given an education to gain a livelihood.
209	Home for Friendless Children.	4-14		Contributions and endowment.	Household work and sewing.	Furnished two suits of clothing and placed in good homes.
210	Allegheny County Home.	No limit.		By county appropriations.	Farming.	Indentured.
211	Bethany Orphan Home.	6-13		By contributions of school and congregation.	Dressmaking, house-keeping, and farming.	
212	Children's Home for Borough and County of York.	Under 12.	Legitimate birth.	Interest on fund, contributions, and State board of soldiers' orphans.	Household work, sewing, dressmaking, and tailoring.	Four months of schooling each year and bound in good homes until 18 years of age, when they receive two suits of clothing and \$25.
213	Bristol Home for Destitute Children.			Voluntary contributions, receipts from boarders, and income from fund.		

TABLE XXI.—PART I.—*Statistics of orphan asylums*—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
214 St. Mary's Orphanage.....	2-12	Poverty.....	Voluntary gifts.....	Sewing and housework.....	Placed in homes.
215 Home for Friendless and Destitute Children.	3 and over	Good health.....	Subscription, donation, endowment, and interest on legacy.	Housework.....	Adopted, apprenticed, or placed in suitable homes.
216 Children's Friend Society.....	2-12	.....	By contributions.....	Housework and farming.	Placed in homes, adopted, or indentured until 18 years old.
217 Providence Association for the Benefit of Colored Children.	3	.....	By charity.....	Housework and sewing.	Placed in families.
218 St. Aloysius Orphan Asylum.....	2-14	.....	By contribution.....	Sewing and housework.....	Situations are provided, and the privilege of returning to the asylum.
219 Charleston Orphan House.....	Under 12.....	Orphanage, destitution, and one year's residence in the city.	City appropriations, bequests, and donations.	Housework, laundry work, dressmaking, tailoring, and gardening.	Placed in homes, at trades or professions.
220 Hebrew Orphan Society.....	5-13	.....	By contributions.....	None.....	None.
221 Thornwell Orphanage.....	.....	.....	By endowment, gifts, and labor of inmates.	Printing, farming, housework, and sewing.	.....
222 Palmetto Orphan Home.....	.....	Destitution.....	State appropriation.....	Housework.....	Provided with good homes and given an education.
223 State Orphan Asylum*.....	Under 12.....	.....	Voluntary contributions.....	Farming and gardening.	Homes are provided.
224 Carolina Orphan Home.....	5-12	.....	Voluntary contributions.....	Sewing.....	.....
225 Canfield Orphan Asylum.....	Under 12	.....	Voluntary contributions.....	Sewing, housework, and laundry work, and gardening.	.....
226 Church Orphans' Home.....	.....	.....	By church people of Memphis.....	Household duties.....	Adopted or indentured.
227 Nashville Protestant Orphan Asylum.....	Boys, under 10; no limit for girls.....	.....	County appropriations and contributions.....	.....	.....
228 St. Mary's Orphan Asylum.....	2-10	.....	Voluntary contributions.....	Domestic work, chair-seating, and farming.	Indentured or adopted.
229 Home for Destitute Children.....	2-10	.....	Contributions and interest on permanent fund.	Sewing, housework, and farming.	Placed in families.
230 Providence Orphan Asylum.....	.....	.....	Active charity and contributions.	Sewing.....	Placed in good homes.
231 Jackson Orphan Asylum.....	2-10	.....	Appropriations and contributions.	Sewing, housework, and laundry work.	Placed in homes.
232 Norfolk City Female Orphan Asylum.....	.....	.....	.....	.....	.....

233	Portsmouth Orphan Asylum	5-12	Destitution and or- phanage.	By endowment.....	Farming and house- work.	Placed in homes.
234	Friends' Asylum for Colored Orphans*.....	Any age	Destitution	Donations and city appropriation	Housework and sewing	Indentured.
235	St. Joseph's Orphan Asylum	3	Destitution	Contributions	All domestic work	
236	St. Paul's Church Home	Under 10.....	Destitution	Endowment and church contri- butions.	Dressmaking, laundry and general house- work.	
237	St. Vincent's Roman Catholic Orphan Asylum	2 and over	Orphans and half or- phanage.	By subscriptions.....	Sewing and domestic work.	Provided with good homes.
238	Milwaukee Orphan Asylum	2-12	Destitution	By contributions.....	General housework and sewing.	Adopted, indentured, or re- turned to parents.
239	St. Rose's and St. Joseph's Orphan Asy- lum .....	.....	Destitution	Voluntary contributions	General house duties..	
240	Taylor Orphan Asylum	Under 14.....	Destitution	By endowment.....	Household duties	Provided with good clothes and situations.
241	St. Emilian's Orphan Asylum	Under 15.....	.....	By contributions	Sowing and housework.	Adopted into families.
242	Home for Destitute Colored Women and Children	3-12	.....	Appropriations, contributions, and members' dues.	.....	Homes secured for them.
243	St. John's Orphanage	Under 12.....	Destitution	Voluntary contributions	Sewing and housework.	Placed in homes.
244	St. Joseph's Orphan Asylum	5-12	Good health.....	Endowment, donations, and in- dustry of inmates.	Sewing and household duties.	Sent to St. Rose's to learn trades.
245	St. Vincent's Female Orphan Asylum	6	.....	Funds of the Cherokee Nation..	Agriculture	None.
246	Cherokee Orphan Asylum	12-18	.....	.....	.....	.....

* From return for 1877.

TABLE XXI.—PART I.—Statistics of orphan asylums—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Instruction; number taught—				Library.		
				Sex.		Race.		Parent-age.		Orphanage.				Reading.	Writing.	Arithmetic.	Drawing.		Music.	
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.								
	15	16	17		18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1 Church Homes for Orphans		\$4,125	\$3,310	9	42	51	0	51		51				46	41	43		4		
2 Protestant Orphan Asylum	\$5,000			25	20	45			2	10	35			30	15	30	0	45	0	
3 Orphans' Home of the Synod of Alabama		3,500	3,200	15	13	30	0			13	17	0		27	20	20	0	0	250	
4 Sacramento Protestant Orphan Asylum		16,027	13,012	46	36	82				12	70	50	50	50	50				300	
5 Pacific Hebrew Orphan Asylum and Home Society	118,632	644,000	14,982	28	33	61	0	0	61	21	40	0	44	44	44	44			253	
6 Roman Catholic Orphan Asylum*	7,000	40,225	43,239	0	325	325	0	30	295	85	202		325	325	325	325	20	554	19	
7 St. Boniface's Orphan Asylum				22	26	48	0	46	2	6	27	21	21	14	14	16	2	0		
8 St. Vincent's Male Orphan Asylum				380	0	381	4	385	5	131	224		290	290	250	0	50			
9 Good Templars' Home for Orphans		13,220	14,352	61	34	95		48	47	20	75		76	49	54		300	36		
10 Bridgeport Protestant Orphan Asylum		2,800	2,500	19	17	36		31	5	20	75		0	28	22	25	0	0		
11 Hartford Orphan Asylum	75,000	12,000	10,000	60	30		10	45	45	25	59	6	64			40	70	100		
12 New Haven Orphan Asylum	80,000	10,000	12,000	93	60	147	6	70	83	20	60		140	130	130	130	1,000	50		
13 St. Francis Orphan Asylum		0	10,000	10,000	52	67	119	0	119	0	14	109	0	112	112	95	112	0		
14 Orphans' Home, North Georgia Conference		3,500		11	10	21	0	21	0	11	8	2	19	14	13	0	0			
15 Appleton Church Home			2,200	0	26	26	0	26	0	15	7	1	23	21	21	0	0	500	33	
16 Orphans' Home of South Georgia Conference	2,400	3,100	2,400	14	12	26	0	26	0	21	5	20	2	4	20	20	14	6	180	
17 Episcopal Orphans' Home	19,500	2,275	1,848	0	26	26	0	25	1	18	8		0	24	24	0	0	50	25	
18 Union Society, Bethesda Orphan Home		4,244	4,639	65	0	65	0	60	0	60	6	0	0	65	65	65	500	0		
19 St. Joseph's Orphanage		2,400	4,000	66	0	66	0	60	0	60	6	0	0	50	40	30	12	1	0	
20 Chicago Protestant Orphan Asylum		9,239	8,796	81	30	109	2	30	81	24	46	1	67	25	23					
21 Nursery and Half Orphan Asylum	18,000		6,432	57	37	94							77	24	32			300		
22 St. Joseph's Orphan Asylum		6,000	100	150	250							150	100	200	(41)	200				
23 Catholic Orphan Asylum		64,793	6,468	41	27	68	0	3	65	23	45	0	20	18	16	18	0	41	32	
24 Asylum of St. Casimir for Polish Children	0	750		800	20		20	0	20	8	12	0	20	18	16	0	30		1	
25 Home for the Friendless			375	3	11	14	0	12	2	7	6	1	14	0	2	0	0		30	
26 German Protestant Orphan Asylum	230,000		4,000	23	14	37		24	13	27	9	1						200	25	
27 Home for Friendless Colored Children	3,000		3,000	32	8	40	40	40	40	8	14	1	20	20	20	20	22			
28 Indianapolis Orphans' Asylum				41	27	68	0					15	37	37	12			300	15	
29 St. Joseph's Orphan Asylum and Industrial School		5,306	5,323	92	0	92	0	53	39	26	66	60	41	40				100		
30 St. Joseph's Asylum and Manual Labor School		3,600	3,600	4	60	64	0	24	40	16	47	1	58	30	30			130		
31 St. Vincent's Male Orphan Asylum		4,000	4,000	146	0	146	0	146	0	146	70	76	0	130	90	60	0	17		

		2, 106	2, 147	13	12	24	1	25	8	17	20	15	12	20	75
32	German and English Asylum	0													
33	Kansas Orphan Asylum	0													
34	St. Thomas Orphan Asylum	1, 000	2, 000	9	9	18	5	50	13	13	18	9	7		75
35	St. John's Orphan Asylum	2, 300	2, 100	100	0	100	0	0	25	75	20	50	35	75	0
36	Baptist Orphans' Home	4, 000	4, 000	0	28	28	0	0	28	20	0	28	28	28	0
37	German Baptist Bethesda	850	869	11	31	42	0	42	0	12	30	0	20	29	0
38	German Protestant Orphan Asylum	9, 200	9, 076	11	9	20	0	19	1	10	10	0	0	0	800
39	Masonic Widows' and Orphans' Home ^a	123, 000	123, 000	43	59	61	0	61	32	26	0	48	48	56	158
40	Orphanage of the Good Shepherd	1, 200	1, 200	43	59	102	0	92	10	32	76	0	98	98	200
41	Presbyterian Orphans' Home Society of Louisville ^a	55, 000	4, 000	7	20	27	7	7	10	15	15	15	15	15	0
42	St. Joseph's Orphan Asylum	110, 678	8, 000	58	45	163	65	65	20	42	34	100	75	65	200
43	St. Vincent's Orphan Asylum	75, 000	4, 000	0	26	26	0	26	0	10	16	40	40	40	50
44	Kentucky Female Orphan School ^d	20, 000	24, 081	1	0	0	1	1	0	0	0	1	0	0	0
45	Cleveland Orphan Institution	0	26, 085	53	49	102	0	84	18	75	25	60	60	38	312
46	Orphans' Home Society ^e	0	1, 600	54	54	54	38	38	16	22	32	0	54	54	0
47	Association for the Relief of Jewish Widows and Orphans	0	0	0	32	8	24	0	30	2	32	32	32	0	0
48	Asylum for Destitute Orphan Boys	0	0	0	86	86	0	0	106	38	120	92	145	145	50
49	Half Orphan Asylum	0	0	103	131	234	0	106	103	223	17	287	187	234	15
50	Poydras Female Orphan Asylum	0	15, 000	347	29	39	1	40	35	14	1	0	19	21	0
51	St. Joseph's German Orphan Asylum	42, 000	4, 500	11	0	0	0	0	3	1	1	3	3	3	0
52	St. Mary's Catholic Orphan Boys' Asylum	31, 000	3, 500	0	27	27	0	24	3	3	15	0	24	20	19
53	Children's Home	4, 575	2, 889	91	66	66	28	28	24	133	0	120	110	110	24
54	Asylum of Our Lady of Lourdes	24, 000	7, 000	18	20	38	51	51	38	10	28	28	28	28	2
55	Female Orphan Asylum	6, 000	5, 100	11	40	0	0	0	0	10	30	0	30	13	17
56	Christ Church Asylum for Female Children	7, 236	7, 256	78	95	173	128	128	8	165	60	113	120	120	12
57	Baltimore Orphan Asylum	3, 578	3, 578	36	36	36	35	35	1	9	26	1	50	78	12
58	Hebrew Orphan Asylum of Baltimore	3, 692	1, 622	36	36	36	0	0	8	18	26	26	26	26	125
59	Johns Hopkins Colored Orphan Asylum	5, 000	5, 000	40	40	40	0	0	1	2	2	2	2	2	0
60	St. Anthony's Asylum	80, 000	5, 000	24	24	24	39	39	12	28	0	40	37	37	0
61	St. Mary's Female Orphan Asylum	40, 000	23, 000	88	56	142	2	134	2	22	24	24	24	24	100
62	St. Paul's Orphan Asylum	200, 000	14, 000	83	83	83	0	0	10	70	74	126	50	50	300
63	Baltimore Manual Labor School for Indigent Boys	0	17, 313	16, 519	182	182	2	2	23	6	0	37	37	37	0
64	Baldwin Place Home for Little Wanderers	0	12, 536	3, 872	30	70	0	95	57	55	86	182	182	182	94
65	Boston Female Asylum	0	3, 951	1, 024	40	30	0	0	70	10	60	0	130	100	0
66	Dr. Martin Luther Orphans' Home	0	3, 873	38	30	67	1	55	13	23	42	1	43	37	20
67	House of the Angel Guardian	1, 200	3, 470	13	20	33	4	22	11	7	23	25	8	18	400
68	House of Providence	63, 903	2, 490	19	19	19	4	4	13	13	19	19	19	19	8
69	Protectory of Mary Immaculate	3, 470	6, 000	37	63	100	30	30	70	5	94	1	50	25	60
70	New Bedford Orphans' Home	0	3, 000	12	12	12	0	0	37	5	30	30	30	30	200
71	Newton Home for Orphan and Destitute Girls	20, 000	2, 700	13	30	42	0	75	25	2	70	100	100	100	50
72	City Orphan Asylum	46, 000	11, 000	50	50	50	0	0	32	4	0	0	0	0	0
73	Seamen's Orphan and Children's Friend Society	17, 000	3, 000	17	19	36	0	32	4	2	20	0	0	0	50
74	Church Home for Orphan and Destitute Children	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* From a return for 1877.

^a Of this \$21,000 were a bequest.^b Also \$2,000 in bills receivable.^c In real estate.
^d Is properly a graded normal school; to be transferred to Table III.^e Suspended in 1873; there is but 1 inmate at time of reporting.

	19,000	4,700	4,790	67	29	85	11	82	14	13	36	0	79	35	35	0	80	250
Cayuga Asylum for Destitute Children	110	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Susquehanna Valley Home	111	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brooklyn Howard Colored Orphan Asylum	112	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brooklyn Howard Colored Orphan Asylum	113	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Orphan Asylum Society of the City of Brooklyn	114	41,659	36,227	204	149	353	98	255	44	309	309	137	353	600	135	0	0	0
Orphan Home, Church of the Holy Trinity	115	38,000	11,892	11,207	28	32	60	60	50	10	40	40	40	40	40	40	40	40
Orphan Home, Church of the Holy Trinity	116	5,000	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. John's Home	117	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Joseph's Female Orphan Asylum	118	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Joseph's Female Orphan Asylum	119	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Joseph's Female Orphan Asylum	120	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	121	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	122	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	123	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	124	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	125	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	126	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	127	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	128	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	129	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	130	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	131	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	132	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	133	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	134	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	135	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	136	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	137	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	138	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	139	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	140	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	141	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	142	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	143	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	144	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	145	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	146	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	147	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	148	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	149	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	150	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	151	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	152	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
St. Vincent's Female Orphan Asylum	153	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* From a return for 1877.

^a Has four auxiliary societies at Newark, New Brunswick, Bloomfield, and Morristown.

^b Includes an investment of \$7,500.

^c The first of these figures includes income and the second includes expenditure for St. Joseph's Female Asylum.

^d See St. John's Home.
^e The first of these amounts includes the income and the second the expenditure of the asylum at Peekskill, the Prince street asylum and the Fifth Avenue asylum, New York City, all being under the control of R. C. O. A. in the city of New York.

^f See Roman Catholic Orphan Asylum, Madison avenue.

^g Includes \$600 paid on real estate.

^h In real estate.

TABLE XXI.—PART 1.—Statistics of orphan asylums—Continued.

Name.	Amount of fund.	Income.	Expenditure.	Present inmates.										Library.					
				Sex.		Race.		Parent- age.	Orphanage.			Instruction; number taught—							
				Male.	Female.	White.	Colored.		Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.	
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
154 St. Mary's Orphan Boys' Asylum.....				116	0	116			102	14	86	30	114	70	50	70		1	
155 St. Patrick's Female Orphan Asylum.....		\$13,559	\$10,702	78	77	1	64	14	11	67									
156 Onondaga County Orphan Asylum.....	\$52,100	11,732	13,386	99	74	165	8	103	62	36	76		154	154	154	31	350		
157 St. Vincent de Paul's Orphan Asylum.....		14,893	14,436	100	100				106	4	81	16	0	90	100	90	100		329
158 St. Vincent's Female Orphan Asylum.....	0	23,941	22,921	202	0	202	0	28	156	34	154	6	146	106	138	0	106		49
159 Troy Catholic Male Orphan Asylum.....	40,948	15,761	14,837	55	35	90	0	59	31	19	50	0	85	65	85	30	85		10
160 Troy Orphan Asylum.....	0			63	29	80	12	46	34	7	68	85	85	30	30	30	0	0	150
161 St. Vincent's Male Orphan Asylum.....	152,123	16,676	12,366	40	47	87													664
162 Utica Orphan Asylum.....	0	9,592	9,163	40	47	87													128
163 Thomas Asylum for Orphan and Destitute Indian Children.....	0	8,944	8,865	56	74	124					68	62	0	118	88	88			0
164 Orphan Asylum*.....	0	5,000	4,000	23	20	43					38	5	0	41	41	24	12		30
165 German Methodist Orphan Asylum.....	50,000	10,800		51	53	104					89	15	0	(a)	(a)	(a)			0
166 German Protestant Orphan Asylum.....	0			20	11	0	31	31	0	30	1	0	20	20	20				0
167 New Orphan Asylum for Colored Youth.....	40,000	15,000	130,120	250			240	10	75	175	200	180	110	60	50				0
168 St. Aloysius Orphan Asylum.....	50,000	9,000	9,000	34	25	56	3	29	30	11	42	6	30	16	11	13			1,000
169 Cleveland Protestant Orphan Asylum.....	100,000	52,000	32,000	139	88	227			21	206	75	152		227	227	227	104	8	850
170 Jewish Orphan Asylum, I. O. B. B.....				180															95
171 { St. Mary's Orphan Asylum.....																			
172 { St. Joseph's Asylum.....																			
173 { St. Vincent's Male Orphan Asylum.....		8,500	8,500	173															
174 { Montgomery County Children's Home.....	0	611,142	385,117	6	43	86					23	113	8	137	97	97	15		100
175 Ebenezer Orphan Asylum.....	40,000	7,000	5,200	38	17	55					8	56		104	75	75	35		375
176 Children's Home of Butler County.....	0	2,020	1,870	20	39	1	13	17	4	36	0	30	0	20	15	1			40
177 Children's Home of Lawrence County.....		2,967	2,967	32	16	48					2	21	0	18	24	4	(c)		0
178 Washington County Children's Home.....		8,500	8,500	50	31	71	10				5	24	2	50	19	19	50		2
179 Fairmount Children's Home.....				97	34	118	13	7	124	7	49	1	100	74	60				0
180 Home for Friendless Children.....	2,500	1,000	6	4	10						2	8	7	5	2				10
181 Scotia County Children's Home.....				29	20	49	0	20	22	10	5	2	26	20	15	0			0
182 Citizen Hospital and Orphan Asylum.....		1,875	1,875	65	65	130					40	41	21	58	2				0
183 German Evangelical Lutheran Orphan Asylum.....	0	2,040	2,040	16	37	0	6	18	13	1	40	40	50	12	1				30
184 Protestant Orphans' Home.....		3,780	3,780	24	13	37					6	17	23	23	23	32			0

TABLE XXI.—PART I.—Statistics of orphan asylums—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
				Sex.		Race.		Parent- age.		Orphanage.			Instruction; number taught—				Number of volumes.	Increase in the last school year.	
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.			Music.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
230 Providence Orphan Asylum.....	\$0	\$4,000	\$4,000	(96)															
231 Jackson Orphan Asylum.....	0	2,200	2,100	1	11	12	0	12	0	12					96	96	32	0	0
232 Norfolk City Female Orphan Asylum.....		3,000	3,000	30	30	18	1	19		4	17		12	12	12	0	0		
233 Portsmouth Orphan Asylum.....	25,000	1,500	1,500	13	13	0	0	0	8				26	26	20			129	6
234 Friends' Asylum for Colored Orphans*.....		1,100	1,009	12	12	0	24	24	0				11	10	10		1		
235 St. Joseph's Orphan Asylum.....				67	67								8	8	8	0	24	350	0
236 St. Paul's Church Home.....		2,500	2,500	30	30										30	30	30		
237 St. Vincent's Roman Catholic Orphan Asylum.....	0	5,119	6,205	0	52	52	0	40	12	10	42	0	40	30	25	0	0		
238 Milwaukee Orphan Asylum.....		3,622	4,585	49	25	72	2	25	45	10	64	0	50	25	30	25	0	183	20
239 St. Rose's and St. Joseph's Orphan Asylum.....	0	9,000		150	150	0	50			50	0	0	132	125	100	6	6		
240 Taylor Orphan Asylum.....	2141, 384	13,807	14,763	22	27	49	0	49	12	37	40	40	30	0	0	0	0	300	
241 St. Zenilian's Orphan Asylum.....		3,500	3,500	126	126			88	38	70	56	64	61	64					
242 Home for Destitute Colored Women and Children.....	0	9,891	9,891	49	36	0	85	85	0	28	57	0	42	25	31	0	0	150	15
243 St. John's Orphanage.....				20	25	45						12	24						
244 St. Joseph's Orphan Asylum.....	0	10,000	10,000	113	12	125	0	2	59	54				57	57	57	0	2	
245 St. Vincent's Female Orphan Asylum.....				139	139	0		0	89	50	0	139	139	139	0	2	600		
246 Cherokee Orphan Asylum.....		13,000	13,000	74	72	0	0			146				146	146	146	146		

* From a return for 1877.

α Includes hospital expenses.

β Total assets, March, 1879.

TABLE XXI.—PART 2.—Statistics of soldiers' orphans' homes.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
1 Soldiers' Orphans' Home.....	Normal, Ill.....	1867	1869	Mrs. Virginia C. Olin.....	Non-sect.....	12	24	1,268
2 Indiana Soldiers' Orphans' Home.....	Knightsdown, Ind.....	1869	1868	W. B. McGavran.....	Non-sect.....	7	17	1,693
3 Soldiers' Orphans' Home and Home for Indigent Children.....	Davenport, Iowa.....	1863	1863	S. W. Pierce.....	Non-sect.....	6	14	1,300
4 Ohio Soldiers' and Sailors' Orphans' Home.....	Xenia, Ohio.....	1869	1870	N. R. Wyman.....	Non-sect.....	36	58	1,595
5 Bridgewater Soldiers' Orphan School.....	Bridgewater, Pa.....	1868	1868	James Stitzer.....	Non-sect.....	3	6	259
6 St. Paul's Orphan Home.....	Butler, Pa.....	1868	1867	Rev. T. F. Stauffer.....	Ref. Ch. reh in U. S.	3	4	.....
7 White Hall Soldiers' Orphan School.....	Camp Hill, Pa.....	1866	1853	J. Addison Moore.....	Non-sect.....	9	8	840
8 Chester Springs Soldiers' Orphan School.....	Chester Springs, Pa.....	1868	1868	Mrs. E. H. Moore.....	Non-sect.....	7	13	671
9 Dayton Soldiers' Orphan School.....	Dayton, Pa.....	1866	1866	Hugh M'Candless.....	Non-sect.....	6	8	741
10 Hartford Soldiers' Orphan School.....	Hartford, Pa.....	1865	1865	H. S. Sweet.....	Cong.....	8	10	700
11 McAlisterville Soldiers' Orphan School.....	McAlisterville, Pa.....	1864	1864	Jacob Smith.....	Non-sect.....	5	11	852
12 Mansfield Soldiers' Orphans' School.....	Mansfield, Pa.....	1867	1867	F. A. Ailen.....	Non-sect.....	7	10	689
13 Mercer Soldiers' Orphan School.....	Mercer, Pa.....	1868	1868	H. R. Stewart.....	Non-sect.....	.....	.....	767
14 Mount Joy Soldiers' Orphan School.....	Mount Joy, Pa.....	1864	1864	George W. Wright, manager.....	Non-sect.....	6	9	988
15 Lincoln Institution.....	Philadelphia, Pa. (308 S. 11th st).....	1866	1866	William M. Huger.....	P. E.....	5	16	316
16 The Educational Home*.....	Philadelphia, Pa. (cor. 49th st. and Greenway avenue).....	1871	1873	William McDonald.....	P. E.....	8	27	317
17 Uniontown Soldiers' Orphan School.....	Uniontown, Pa.....	.....	1866	A. H. Waters.....	Non-sect.....	11	10	642

* From return for 1877.

TABLE XXI.—PART 2.—*Statistics of soldiers' orphans' homes*—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
1 Soldiers' Orphans' Home.....	Under 14.....	Children of deceased or disabled soldiers.	State appropriations.....	Farming and general housework.	Sent to friends.
2 Indiana Soldiers' Orphans' Home.....	Under 15.....	Residents of State and indent.	State appropriations.....	Farming and housework.....	None.
3 Soldiers' Orphans' Home and Home for Indigent Children.	2-14.....	Residents of State and indent.	State appropriations.....	Farming, sewing, and domestic work.	Returned to guardian.
4 Ohio Soldiers' and Sailors' Orphan Home.	Under 16.....	Orphans of soldiers and sailors.	State appropriations.....	Shoemaking, tinning, and printing.	Provided with homes.
5 Bridgewater Soldiers' Orphan School.	5 and over.....		State appropriations.....	Farming, sewing, and housework.	Returned to friends or provided with homes.
6 St. Paul's Orphan Home.....		Orphans or half orphans.....	By contributions.....	Printing, shoemaking, farming, and housework.	Indentured or returned to friends.
7 White Hall Soldiers' Orphan School			State appropriations.....	Farming.....	None.
8 Chester Springs Soldiers' Orphan School.	Under 16.....		State appropriations.....	Domestic industries.....	Returned to friends.
9 Dayton Soldiers' Orphan School.....	4-16.....		State appropriations.....	Farming, shoemaking, and housework.	None.
10 Harford Soldiers' Orphan School.....	Under 16.....		State appropriations.....	Farm and domestic work.....	None.
11 McAlisterville Soldiers' Orphan School.			State appropriations.....	Farming, shoemaking, and housework.	None.
12 Mansfield Soldiers' Orphans' School.	7-16.....		State appropriations.....	Sewing, housework, and farming.	Situations are provided.
13 Mercer Soldiers' Orphan School.....	5-16.....	Soldiers' orphans.....	State appropriations.....	Shoemaking and housework.	One year at normal school by State appropriation.
14 Mount Joy Soldiers' Orphan School.	5-16.....	Children of deceased or disabled soldiers.	State appropriations.....	Sewing, domestic work, and farming.	Some are sent one year to normal school.
15 Lincoln Institution.....	3-16.....		Endowment, appropriations, contributions, &c.	All classes of industry and business.	Situations are provided and efforts made to have them self-supporting.
The Educational Home*.....	2-9.....	Need of a home.....	Voluntary contributions and payment of board by State and by individuals.		Transferred at 12 or 13 years of age to the Lincoln Institution.
Uniontown Soldiers' Orphan School.		Pennsylvania soldiers' orphans and children of destitute and disabled soldiers.	State appropriations.....	Farming, shoemaking, bookbinding, blacksmithing, housework, and sewing.	

* From return for 1877.

TABLE XXI.—PART 2.—Statistics of soldiers' orphans' homes—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Library.					
				Sex.		Race.		Parentage.		Orphanage.		Instruction; number taught—							
				Male.	Female.	White.	Colored.	Natives.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1 Soldiers' Orphans' Home.....	\$0	\$36,265	\$46,667	153	137	290	0	270	20	36	154	0	280	224	224	142	280	1,505	250
2 Indiana Soldiers' Orphans' Home.....	0	34,000	34,000	125	78	200	3	.....	.....	48	155	0	203	203	203	0	.....	.....	.....
3 Soldiers' Orphans' Home and Home for Indigent Children.....	0	(a)	(a)	70	63	133	0	107	26	24	109	0	133	133	133	40	133	1,200	0
4 Ohio Soldiers' and Sailors' Orphans' Home.....	0	.....	90,679	362	225	587	0	.....	.....	207	380	0	520	500	500	50	520	867	.....
5 Bridgewater Soldiers' Orphan School.....	0	(b)	(b)	24	13	37	48	37	0	9	29	.....	43	48	48	12	48	300	0
6 St. Paul's Orphan Home.....	0	5,000	5,000	136	90	226	.....	.....	.....	15	102	.....	200	226	226	226	226	300	20
7 White Hall Soldiers' Orphan School.....	0	(c)	(d)	132	82	214	.....	.....	.....	20	150	.....	214	214	175	175	214	1,125	50
8 Chester Springs Soldiers' Orphan School.....	15,000	25,632	25,632	99	87	186	.....	186	.....	78	108	.....	186	100	186	90	186	250	.....
9 Dayton Soldiers' Orphan School.....	0	20,000	20,000	98	82	180	0	180	0	6	64	110	180	180	180	180	400	100	.....
10 Harford Soldiers' Orphan School.....	0	26,000	20,000	88	56	144	0	144	.....	25	50	0	144	144	144	100	144	248	.....
11 McAlisterville Soldiers' Orphan School.....	.....	(d)	(d)	126	104	230	0	.....	.....	130	.....	.....	230	230	230	230	230	.....	.....
12 Mansfield Soldiers' Orphans' School.....	.....	(d)	(d)	161	144	304	1	.....	.....	305	.....	.....	273	305	254	285	305	332	0
13 Mercer Soldiers' Orphan School.....	.....	48,000	48,000	161	136	303	.....	.....	.....	.....	.....	.....	303	303	303	.....	161	.....	.....
14 Mount Joy Soldiers' Orphan School.....	.....	.....	.....	167	136	303	.....	.....	.....	.....	.....	.....	303	303	303	.....	161	.....	.....
15 Lincoln Institution.....	10,000	26,870	25,929	83	.....	83	.....	50	33	25	58	.....	83	83	83	83	83	3,000	100
16 The Educational Home*.....	25,000	20,672	19,729	184	27	211	0	120	.....	26	128	.....	150	150	150	150	184	650	50
17 Uniontown Soldiers' Orphan School.....	.....	25,000	.....	91	72	158	5	163	.....	25	98	0	150	135	150	66	100	300	.....

* From return for 1877.
 a Appropriation and expenditure \$100 per capita.
 b Appropriation and expenditure \$150 per capita.
 c \$125 for each child over ten years and \$94 for each one under ten.
 d \$150 for each child over ten years and \$115 for each one under ten.

TABLE XXI.—PART 3.—*Statistics of infant asylums.*

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
1 Little Sisters' Infant Shelter	San Francisco, Cal.	1874	1873	Mrs. Joseph S. Spear (president of directors).	Non-sect.	0	5	.....
2 Day Nursery, Union for Home Work.	Hartford, Conn.	1872	1872	Mrs. Esther O. Dorman.	Non-sect.	.....	2	.....
3 Foundlings' Home	Chicago, Ill.	1872	1871	George E. Shipman, M. D.	Non-sect.	.....	4	2,500
4 St. Vincent's Infant Asylum	Baltimore, Md. (cor. Townsend and Division streets).	1857	.....	Sister Euphrasia.	Non-sect.	.....	9	.....
5 Massachusetts Infant Asylum	Boston, Mass. (Boylston Station).	1807	.....	Miss Elizabeth Clapp (matron).	Non-sect.	.....	.....	.....
6 House of Providence	Detroit, Mich.	1872	1869	Sister Mary Stella	R. C.	1	10	1,430
7 Buffalo Widows' and Infants' Asylum	Buffalo, N. Y. (425 Edward street).	1852	1848	Sister Mary Elizabeth Sinnott.	R. C.	0	9	3,389
8 Babies' Shelter	New York, N. Y. (143 West Twenty-ninth street).	.....	1873	Sister Catharine	P. E.	0	2	179
9 Foundling Asylum of the Sisters of Charity	New York, N. Y. (East Sixty-eighth st. and Third ave.).	1869	1869	Sister M. Irene, superior	R. C.	.....	26	10,000
10 Nursery and Child's Hospital of the City of New York. ^a	New York, N. Y. (Lexington ave. and Fifty-first st.).	1854	{1854} {1870}	Mary A. Dubois (first directress).	Non-sect.	10	54	18,912
11 Day Home.	Troy, N. Y.	1861	1861	Sarah S. McCombe (president).	Non-sect.	.....	4	.....
12 Day Nursery for Children.	Philadelphia, Pa.	1873	1863	Mrs. Margaret Laderty	P. E.	0	3	.....
13 The Lombard Street Day Nursery	Philadelphia, Pa. (430 Lombard street).	.....	1878	Mrs. M. J. Woods, matron.	Non-sect.	.....	3	.....
14 Philadelphia Home for Infants	Philadelphia, Pa.	1873	1873	Benjamin Reeder	Non-sect.	1	1	.....
15 St. Vincent's Home	Philadelphia, Pa.	1858	.....	Sister Mary Joseph	R. C.	.....	16	.....
16 Rhode Island Children's Hospital and Nursery	Providence, R. I.	1872	.....	Miss S. I. Derby	Non-sect.	.....	5	.....
17 St. Ann's Infant Asylum	Washington, D. C.	1863	1860	Sister Agnes.	R. C.	2	8	.....

^a Includes country branch at West New Brighton, Staten Island.

TABLE XXI.—PART 3.—Statistics of infant asylums—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
1 Little Sisters' Infant Shelter.....	Under 6	.....	Subscriptions, donations, and contributions.	.....	.....
2 Day Nursery Union for Home Work.....	Under 8	.....	By contributions.....	.....	.....
3 Foundlings' Home.....	Under 3	Desertion.....	Voluntary contributions.....	.....	Adopted in families.
4 St Vincent's Infant Asylum.....	Under 7	.....	Self-supported.....	.....	None.
5 Massachusetts Infant Asylum.....	Under 9	.....	By State appropriations and contributions.....	.....	Adopted or transferred to other asylums.
6 House of Providence.....	Under 5	.....	By contributions.....	.....	Transferred to other institutions, adopted, or returned to friends.
7 Buffalo Widows' and Infants' Asylum.....	Under 5	.....	Collections, appropriations, benefits, &c.....	.....	Returned to friends.
8 Babies' Shelter.....	1-6	.....	Donations and board of children.	.....	Provided with homes. The managers exercise a supervision over them.
9 Foundling Asylum of the Sisters of Charity.	Under 2	Must be born within the limits of New York City.	Contributions and per capita allowance from city and county.	.....	Returned to friends, adopted, sent to other institutions or to the West.
10 Nursery and Child's Hospital of the City of New York. ^a	.....	.....	By appropriations and contributions.	.....	Motherly care and a home in case of need.
11 Day Home.....	4-10	Poverty.....	By endowment and contributions.	.....	.....
12 Day Nursery for Children.....	Under 8	.....	By annual subscriptions.....	Weaving, sewing, drawing, and other Kindergarten industries.	.....
13 The Lombard Street Day Nursery.....	Under 12	.....	By voluntary contributions, day board of children, and rent.	None.	None.
14 Philadelphia Home for Infants.....	Under 3	.....	By voluntary contributions.....	None.	Adopted or transferred to other institutions.
15 St. Vincent's Home.....	Under 5	Destitution.....	By voluntary contributions.....	None.	Adopted or sent to Children's Home.
16 Rhode Island Children's Hospital and Nursery. ^a	Under 4	.....	Contributions.....	.....	Adopted or sent to asylums.
17 St. Ann's Infant Asylum.....	.....	.....	Public charity.....	.....	.....

^a Includes country branch at West New Brighton, Staten Island.

TABLE XXI.—PART 3.—Statistics of infant asylums—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.										Instruction; number taught —					Library.
				Sex.		Race.		Parentage.		Orphanage.			Reading.	Writing.	Arithmetic.	Drawing.	Music.		
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.							
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Little Sisters' Infant Shelter			\$2,500									3	(a)	(a)	(a)	(a)	(a)		
Day Nursery, Union for Home Work			1,014									27							
Foundlings' Home	\$0	\$4,500	4,500	22	29	50	1				21	30							
St. Vincent's Infant Asylum				59	66					125									
Massachusetts Infant Asylum	42,975	18,701	17,541	63	45	105	3					35							
House of Providence				20	30	50	0	47	3	10	20	20							
Buffalo Widows' and Infants' Asylum		0	17,696				6												
Babies' Shelter	0	4,448	3,412	10	10	20				2	13	0							
Foundling Asylum of the Sisters of Charity	0	248,848	281,657	721	791	1,482	30					1,512	60	60	60	6100	140		
Nursery and Child's Hospital of the City of New York. <i>c</i>	50,000	134,432	117,504	317	459	772	4	312	464	29	382	1							
Day Home		3,436	3,436	56	45					0	27	0							
Day Nursery for Children			1,800																
The Lombard Street Day Nursery	0		1,866	43	42	85	0										85		
Philadelphia Home for Infants	2,600	5,200	5,000	40		40													
St. Vincent's Home				70	74	142	2												
Rhode Island Children's Hospital and Nursery.	0			9	7	16		12	4	0	4	0							
St. Ann's Infant Asylum				45	22	65	2												

a A Kindergarten is connected with the institution.*b* This number taught in Kindergarten.*c* Includes country branch at West New Brighton, Staten Island.

TABLE XXI.—PART 4.—*Statistics of industrial schools.*

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Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
1 City and County Industrial School*	San Francisco, Cal	1859	1859	David C. Woods	Non-sect.	18	2	2,612
2 Connecticut Training School for Nurses	New Haven, Conn	1873	1873	Elizabeth R. Bundy	Non-sect.	(2)	2	151
3 Industrial Home or Home for the Friendless	Savannah, Ga.	1875	1875	Mrs. R. Q. Way	Non-sect.	1	2	2
4 Burr Mission Industrial School	Chicago, Ill. (389 3d avenue)	1867	1867	Mrs. J. Grant	Non-sect.	1	2	480
5 Home Industrial School	Chicago, Ill.	1869	1869	Fannie C. Jones	Presb.	2	2	25
6 Railroad Mission Sewing School	Peoria, Ill.	.....	1866	Mrs. E. D. Hardin, president	Non-sect.	.....	.....	.....
7 Industrial School (Woman's Christian Home Mission),	Richmond, Ind.	.....	1867	Mrs. Martha Valentine	Friends	.....	.....	.....
8 Baby Bee	Near Newport, Ky.	1876	1866	Mother M. of St. Scholastica	R. C.	0	17	20
9 House of the Angel Guardian	Hallowell, Me.	1873	1874	E. Royell, manager	Non-sect.	.....	.....	99
10 Industrial School for Girls	Portland, Me.	.....	.....	Mrs. A. E. S. Weston	Unitarian	.....	8	3
11 Probio Chapel Sewing Schools	Baltimore, Md.	1862	.....	Sister Josephina	R. C.	.....	8	500
12 St. Joseph's House of Industry	Carroll P. O., Md.	1866	.....	Brother Alexius	R. C.	8	.....	1,029
13 St. Mary's Industrial School for Boys*	Boston, Mass.	.....	1878	Miss Linda Richards	Non-sect.	1	.....	.....
14 Boston City Hospital Training School for Nurses	Boston, Mass.	1875	1873	Miss L. E. Sangster	Non-sect.	.....	.....	.....
15 Boston Training School for Nurses (Massachusetts General Hospital).	.....	.....	.....	.....	Non-sect.	.....	.....	.....
16 Industrial School for Girls	Boston, Mass. (Dorchester district).	1854	1854	Miss H. R. Barnes, matron	Non-sect.	.....	2	205
17 New England Hospital Training School for Nurses	Boston Highlands, Mass	.....	.....	.....	.....	.....	.....	.....
18 Detroit Industrial School	Detroit, Mich.	1867	1858	Mrs. C. Van Husen, president	Non-sect.	.....	2	.....
19 Industrial School (Convent of the Good Shepherd)	St. Paul, Minn.	.....	.....	Sister M. of St. Aloysius, secretary	R. C.	.....	.....	.....
20 Blind Girls' Industrial Home	St. Louis, Mo.	1878	1878	Mrs. M. A. Evans, matron	Non-sect.	0	1	8
21 Girls' Industrial Home	St. Louis, Mo.	1855	1849	Mrs. John S. Thomson	Non-sect.	1	5	.....
22 Industrial School (St. Joseph's Convent of Mercy)	St. Louis, Mo.	.....	.....	Mary M. de Pazzi, superior	R. C.	.....	.....	.....
23 Industrial Schools (Children's Friend Society)	Albany, N. Y.	1863	1857	Agnes Pruyn, acting secretary	Non-sect.	.....	6	.....
24 Industrial School and Home (Industrial School Association).	Brooklyn, N. Y.	.....	.....	.....	.....	.....	.....	.....
25 Industrial Schools (Children's Aid Society)	Brooklyn, N. Y.	1866	1866	Richard D. Douglass	Non-sect.	2	6	4,200

* From return for 1877.

TABLE XXI.—PART 4.—*Statistics of industrial schools*—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
26 Bellevue Training School for Nurses.....	New York, N. Y. (426 East 26th street).	1874	1873	E. P. Perkins	Non-sect.	.....	2	.....
27 Children's Aid Society Industrial Schools.....	New York, N. Y. (19 E. 4th street).	1855	1854	John W. Skinner	Non-sect.	5	79	.....
28 Five Points House of Industry	New York, N. Y. (155 Worth street).	1854	1851	Wm. F. Barnard	Non-sect.	11	18	22, 140
29 Industrial School of St. Augustine's Chapel	New York, N. Y. (105, 107, and 109 E. Houston st.).	.....	1870	Miss F. M. Underhill	P. E.	1	45	1, 200
30 Industrial Schools of the American Female Guardian Society.	New York, N. Y. (29 E. 29th street).	.....	.....	Mrs. Chas. C. North, president	.....	.....	.....	.....
31 New York Hospital Training School for Nurses.....	New York, N. Y. (W. 15th st.)	.....	.....	.....	.....	.....	.....	.....
32 St. Joseph's Industrial Home	New York, N. Y. (E. 81st st. and Madison avenue).	1869	1869	Mother Mary Augustine	R. C.	4	25	.....
33 St. Vincent de Paul's Industrial School	New York, N. Y. (343 West 42d street).	.....	1858	Sister Mary Helena	R. C.	.....	14	.....
34 Wilson Industrial School for Girls	New York, N. Y. (125 St. Mark's Place).	1854	.....	Mrs. J. Sturges, president	Non sect.	1	6	.....
35 The Industrial School of Rochester	Rochester, N. Y.	1858	1858	Miss C. A. Hamilton, matron	Non-sect.	0	9	.....
36 House of the Good Shepherd	Syracuse, N. Y.	1874	1873	Mrs. Mary D. Burnham	P. E.	.....	6	700
37 House of the Good Shepherd	Tomlin's Cove, N. Y.	1870	1866	Rev. E. Gay, jr.	P. E.	1	2	283
38 Protestant Industrial School*	Cincinnati, Ohio	.....	1871	Miss Florence Osborn	Non-sect.	.....	1	250
39 Industrial School and Home (Children's Aid Society).	Cleveland, Ohio	1865	.....	William Sampson	Non-sect.	2	6	1, 000
40 Free Sewing School*	Marietta, Ohio	.....	1871	Harriett E. Holden, secretary	Unitarian.	.....	(7)	140
41 Warren Street Mission Sewing School	Marietta, Ohio	.....	1877	Mrs. C. A. Ewing	Cong. and Pres.	.....	4	100
42 Toledo Industrial School	Toledo, Ohio	1874	.....	Miss M. C. Dickinson, vice president	Non-sect.	.....	2	.....
43 House of Industry Colored School	Philadelphia, Pa.	1846	1848	Mary H. Quinn, matron	Non-sect.	1	4	.....
44 Industrial Home for Girls	Philadelphia, Pa.	1859	1857	Mrs. McDowell	Non-sect.	0	4	500
45 Philadelphia Lying-in Charity and Nurse School..	Philadelphia, Pa. (126 North 11th street).	1852	1838	E. C. Bauer, matron.	Non-sect.	.....	.....	.....

46	Training School for Nurses of the Woman's Hospital.	Philadelphia, Pa. (N. College avenue and 22d street).	1861	1861	Mother Mary Ignatius.	R. C.	19	900
47	West Philadelphia Industrial School of Immaculate Conception.	Philadelphia, Pa. (39th and Pine streets).	1858	1858	Mrs. William Aiken.	Non-sect.	0	66
48	Girls' Industrial Home.	Knoxville, Tenn.	1879	1873	Leverett Barnes.	Non-sect.	1	3
49	Industrial Home School.	Georgetown, D. C.	1872	1864		Non-sect.		
50	Washington Training School for Nurses.	Washington, D. C.	1877	1878		Non-sect.		

* From return for 1877.

TABLE XXI.—PART 4.—*Statistics of industrial schools*—Continued.

Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
	Age.	Other conditions.			
1	10	11	12	13	14
1 City and County Industrial School*.....	Under 18 ..	.....	By city and county tax	Shoemaking, tailor- ing, farming, gar- dening, and carpen- try.	None.
2 Connecticut Training School for Nurses ..	22-40	Good health and char- acter, and common education.	Contributions, endowment, and labor of inmates.	.....	.....
3 Industrial Home or Home for the Friend- less.	12 and over.	A virtuous record	Donations from laundry	Sewing, cooking, housework, and laundry work.	.....
4 Burr Mission Industrial School.....	.....	.....	Endowment	Sewing and fancy work.	None.
5 Home Industrial School.....	0 and over ..	Poverty	Contributions.....	Housework and sew- ing.	.....
6 Railroad Mission Sewing School .....	.....	.....	.....	Sewing .....	.....
7 Industrial School (Woman's Christian Home Mission).	.....	.....	.....	.....	.....
8 Busy Bee .....	.....	.....	By contributions.....	Sewing and knit- ting.	.....
9 House of the Angel Guardian.....	3-15	Danger of falling into habits of vice or im- morality.	Labor of inmates and contri- butions.	Sewing, lace making, and general house- work.	A change of dress.
10 Industrial School for Girls	7-15	.....	State appropriations and contri- butions.	Sewing and house- keeping.	Homes in families.
11 Preble Chapel Sewing School*.....	All ages	Of good character.....	By Unitarian societies	Sewing	Situations are provided for them.
12 St. Joseph's House of Industry.....	14 years .....	.....	By industry of inmates	Dressmaking, mili- tary cloakmaking, needlework, &c.	.....
13 St. Mary's Industrial School for Boys*....	6-16	Legal commitment.....	Appropriations and contri- butions.	Typography, shoe- making, tailoring, farming, basket- making, baking, and blacksmithing.	Indentured, sent to St. James' Home, and placed at trades.
14 Boston City Hospital Training School for Nurses.	25-35	Good health, &c	Hospital appropriations .....	.....	.....
15 Boston Training School for Nurses (Mas- sachusetts General Hospital).	25-35	Sound health and a certificate of good character.	Contributions.....	.....	.....

16	Industrial School for Girls.....	6-10	.....	Donations and annual subscrip- tions.	All branches of sew- ing and housework.	Girls are under guardianship of managers until 21 years of age.
17	New England Hospital Training School for Nurses.....	.....	.....	By church collections.....	Housework and sewing.	.....
18	Detroit Industrial School.....	.....	Destitution.....	By labor of its inmates.....	Sewing bead work lace making, crocheting, and chair seating.	.....
19	Industrial School (Convent of the Good Shepherd).....	.....	Graduate of Missouri Institution for Edu- cation of the Blind.	Subscriptions from managers.....	Sewing and house- work.	Indentured or adopted.
20	Blind Girls' Industrial Home.....	2-12	.....	By contributions.....	Sewing and laundry work.	.....
21	Girls' Industrial Home.....	3 and over	.....	Donations, subscriptions, and interest from fund.	Housework, sewing, and gardening.	Provided with situations.
22	Industrial School (St. Joseph's Convent of Mercy).....	6-14	.....	Endowment and contributions..	Machine and hand- sewing.	Girls are put out to service.
23	Industrial Schools (Children's Friend So- ciety).....	.....	.....	Contributions, and partly self- supporting.	.....	.....
24	Industrial School and Home (Industrial School Association).....	Under 21	.....	State appropriations and contri- butions.	.....	.....
25	Industrial Schools (Children's Aid So- ciety).....	.....	.....	City appropriations.....	.....	Placed in good families.
26	Bellevue Training School for Nurses.....	.....	.....	Appropriations from Trinity Church.	.....	.....
27	Children's Aid Society Industrial Schools..	.....	Destitution.....	.....	Sewing.....	Teachers look after them.
28	Five Points House of Industry.....	2½-13	Destitution.....	.....	Shoemaking, type- setting, sewing, and housework.	Placed in homes, or go to friends.
29	Industrial School of St. Augustine's Chapel.....	.....	.....	.....	Hand and machine- sewing, embroidery, and worsted work.	.....
30	Industrial Schools of the American Fe- male Guardian Society.....	.....	.....	.....	.....	.....
31	New York Hospital Training School for Nurses.....	.....	.....	City appropriations and volun- tary contributions.	Machine and hand- sewing, general housework, &c.	Provided with a home, suit- able clothing, and a small sum of money.
32	St. Joseph's Industrial Home.....	3 and over	Destitution.....	Self-supporting.....	Sewing, dress and cloak making, and domestic work.	Positions in stores and in families.
33	St. Vincent de Paul's Industrial School....	12 and over.	.....	Voluntary contributions.....	Sewing and house- keeping.	Provided with situations.
34	Wilson Industrial School for Girls.....	5 years.	.....	Contributions and board of chil- dren.	Sewing and house- work.	.....
35	The Industrial School of Rochester.....	.....	.....	By voluntary gifts.....	It is a training school for nurses.	.....
36	House of the Good Shepherd.....	.....	Freedom from conta- gious disease.	.....	Housework, farming, sewing, shoemak- ing, dressmaking, and millinery.	.....
37	House of the Good Shepherd.....	2-14	Intigence.....	.....	.....	.....

* From return for 1877.

TABLE XXI.—PART 4.—*Statistics of industrial schools*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
38	Protestant Industrial School*	14	.....	Donations and subscriptions.....	Sewing	Placed in families.
39	Industrial School and Home (Children's Aid Society)	4-16	.....	Voluntary contributions.....	Farming, gardening, and housekeeping.....	In homes until of age.
40	Free Sewing School*	10	.....	By contributions.....	Sewing	
41	Warren Street Mission Sewing School	6 and over	.....	Voluntary contributions.....	Sewing and housework.....	
42	Toledo Industrial School		.....	Contributions and donations.....	Sewing	
43	House of Industry Colored School	2-12	.....	Voluntary contributions.....	Sewing, laundry, and housework.....	Placed in situations.
44	Industrial Home for Girls	Over 12	Orphanage, or desertion by parents.	Voluntary contributions.....	Nurse training; medical students are instructed in obstetrics.	Given two suits of clothing.
45	Philadelphia Lying-in Charity and Nurse School.		.....		
46	Training School for Nurses of the Woman's Hospital.		.....		
47	West Philadelphia Industrial School of Immaculate Conception.	7-18	Must have good moral character.	Labor of inmates and pension paid for pupils.	Dress and shirt making, embroidery, use of sewing machine, and domestic work.	Placed in situations, families, or taken by friends.
48	Girls' Industrial Home.....	3-15	.....	By contributions.....	Dressmaking and domestic work.	Placed in homes.
49	Industrial Home School.....	5-14	.....	Appropriations, board of paupers, and labor of inmates.	Carpentry, chair-sewing, sewing, and gardening.	Placed in families.
50	Washington Training School for Nurses..		.....		

* From return for 1877.

TABLE XXI.—PART 4.—Statistics of industrial schools—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.														Library.	
				Sex.		Race.	Parentage.		Orphanage.		Instruction; number taught —					Number of volumes.	Increase in the last school year.		
				Male.	Female.		White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.			Arithmetic.	Drawing.	Music.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1 City and County Industrial School*		\$54,000	\$54,000	153	74	221	11	31	201	15	72	2	232	204	180	0	54	1,000	200
2 Connecticut Training School for Nurses		4,422	4,422	15	15													60	0
3 Industrial Home or Home for the Friendless.	\$6,996	4,519	1,410	2	9	11				5	1		6	5	4			30	5
4 Burr Mission Industrial School				26	28	51	3	10	44	0	13	0	54	54	54	54	54	253	0
5 Home Industrial School		1,879	1,277																
6 Railroad Mission Sewing School					200														
7 Industrial School (Woman's Christian Home Mission).																			
8 Busy Bee	0		30	20	70	90	0	90									90	0	
9 House of the Angel Guardian.				0	70	69	1	64	6	18	32	0	62	62	62	0	0		
10 Industrial School for Girls		5,684	4,608		35	35							35	35	35				
11 Probie Chapel Sewing School*					36			36											
12 St. Joseph's House of Industry	0				40	40		34	6	36	4	0	40	40	40	2	5	300	8
13 St. Mary's Industrial School for Boys*				414		414				12			414	414	414			600	
14 Boston City Hospital Training School for Nurses.	0				52													0	
15 Boston Training School for Nurses (Massachusetts General Hospital).	0	2,500	2,500																
16 Industrial School for Girls	36,000	5,000	5,500		26	23	3	6	20	3	14		26	26	26				
17 New England Hospital Training School for Nurses.																			
18 Detroit Industrial School			1,200	65	39	100	4	20	84	0	20	0	104	104	70	0	104	0	
19 Industrial School (Convent of the Good Shepherd).																			
20 Blind Girls' Industrial Home	5,500			0	7	7	0	3	4	6									
21 Girls' Industrial Home		3,479	5,000	0	0	60		50	25	7	15	0	60	40	30		60	100	
22 Industrial School (St. Joseph's Convent of Mercy).	0				0													2,000	230

a Average.

b Includes those admitted into House of Mercy.

* From return for 1877.

46	Training School for Nurses of the Woman's Hospital.	0		0	126	126	0	20	106	51	75	106	100	100	10	
47	West Philadelphia Industrial School of Immaculate Conception.															
48	Girls' Industrial Home	0	807	993			0	60	6	4	62	0	37	37	12	36
49	Industrial Home School	0	7,091	6,819			0	66		3	38	28	66	66	66	150
50	Washington Training School for Nurses			42	24	66	0	66				66	66	66	66	250
																75

* From return for 1877.

b In industrial schools and lodging homes during the year.*c* The school includes day scholars, and numbers 948.*a* For all branches of the society.

TABLE XXI.—PART 5.—Statistics of miscellaneous charities.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	No. of officers, teachers, and assistants.		Total number of inmates since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Ladies' Protection and Relief Society.....	San Francisco, Cal.....	1854	1853	Mary S. Jackson, cor. secretary.....	Non-sect.....	1	9	.....
2	Woman's Union Mission to Chinese Women and Children.....	San Francisco, Cal. (corner Jackson and Dupont streets).....	.....	1869	Mrs. A. W. Loomis, president.....	Non-sect.....	1	1	800
3	Home for the Friendless.....	New Haven, Conn.....	1867	1866	Frances J. Hillhouse, vice president.....	P. E.....	.....	2	680
4	Atlanta Benevolent Home*.....	Atlanta, Ga.....	1873	1872	Capt. John Milledge, president.....	Non-sect.....	.....	.....	300
5	Chicago Home for Friendless.....	Chicago, Ill.....	1858	1858	Mrs. J. Grant.....	Non-sect.....	1	13	.....
6	Newsboys' and Bootblacks' Home.....	Chicago, Ill. (146 Quincy street).....	1874	1874	Mrs. E. A. Forsyth.....	Non-sect.....	3	7	.....
7	Home of the Friendless.....	Evansville, Ind.....	1870	.....	Mrs. E. T. Drew, secretary.....	Non-sect.....	1	2	519
8	Home of the Friendless*.....	Richmond, Ind.....	1869	1868	Mrs. S. A. H. Davis, president board of managers.....	Non-sect.....	1	1	1,265
9	Home for Friendless Women and Children.....	Leavenworth, Kans.....	1869	1868	Mrs. C. H. Cushing, president board of managers.....	Non-sect.....	.....	4	1,496
10	Boys' Home.....	Baltimore, Md.....	1867	1866	John H. Lynch.....	Non-sect.....	2	8	914
11	Home of the Friendless.....	Baltimore, Md. (corner Lombard street and Druid Hill avenue).....	1864	1854	.....	Non-sect.....	.....	15	.....
12	House of the Good Shepherd.....	Baltimore, Md. (corner Mount and Hollis streets).....	1864	1864	Mother Mary Joseph, superior.....	R. C.....	.....	35	912
13	Home for Friendless Children of the Diocese of Eastern.....	Easton, Md.....	1870	1871	Miss L. D. Nabb.....	P. E.....	.....	2	28
14	Boffin's Bower.....	Boston, Mass.....	.....	1870	Jennie Collins.....	Non-sect.....	.....	.....	.....
15	Boston Asylum and Farm School.....	Boston, Mass.....	1832	1832	William A. Morse.....	Non-sect.....	3	1	.....
16	Children's Friend Society.....	Boston, Mass.....	1834	1833	Harriet W. Sisson, matron.....	P. E.....	.....	6	.....
17	Children's Mission to the Children of the Destitute in the City of Boston.....	Boston, Mass. (277 Tremont street, near Hollis street).....	1864	1849	William Crosby.....	Non-sect.....	2	8	6,000
18	Haverhill Children's Aid Society.....	Haverhill, Mass.....	1866	1872	Mrs. William Sillers, secretary.....	Evangelical.....	.....	.....	.....
19	State Public School.....	Coldwater, Mich.....	1874	1874	Lynnan P. Alden.....	Non-sect.....	.....	28	669
20	Home for the Friendless.....	East Saginaw, Mich.....	1870	1870	Mrs. Charles Doughty, president.....	Protestant.....	9	.....	543
21	Jackson Home for the Friendless and Industrial School.....	Jackson, Mich.....	1878	.....	Mary R. McNaughton.....	Non-sect.....	.....	.....	.....

22	Children's Home	Kalamazoo, Mich	0	1877	Mrs. Jane A. Dewing.	Non-sect.	2	40
23	St. Joseph's Convent of Mercy	St. Louis, Mo.	1857	1856	Mother Mary de Pazzi, superior	R. C.	40	a3, 505
24	Street Boys' Home	St. Louis, Mo. (1112 Olive street).			John Seago	Non-sect.		
25	Home for the Friendless*	Newark, N. J.	0	1871	Miss Mary Karns	Non-sect.	0	5
26	Brooklyn Union for Christian Work	Brooklyn, N. Y.	1871	1866	George T. Clark			248
27	House of the Good Shepherd	Brooklyn, N. Y. (Hopkinson avenue and Pacific street).	1868	1868	Sister Mary of Loreto	R. C.	30	3, 193
28	St. Johnland	Long Island, N. Y. (Smith town).			Sister Anne Ayres		4	2
29	Home for the Friendless	Newburgh, N. Y.	1862	1862	Delia E. Post	Non-sect.		
30	Free Home for Destitute Young Girls*	New York, N. Y. (41 Seventh avenue).	1870		C. H. Johnson, secretary	Non-sect.	6	
31	Home for the Friendless (American Female Guardian Society)*	New York, N. Y.	1849	1834	Sarah C. Wilcox	Non-sect.	3	26
32	Hospital of New York Society for the Relief of the Ruptured and Crippled	New York, N. Y. (135 East 42d street).	1863	1862	James Knight, M. D., surgeon-in-chief.	Non-sect.	14	39
33	Howard Mission and Home for Little Wanderers.	New York, N. Y. (40 New Bowery).	1864	1861	Rev. Willard Parsons	Non-sect.	3	2
34	Huntington Kitchen Garden (Wilson Mission)	New York, N. Y. (125 St. Mark's Place).	1876	1878	Miss Emily Huntington			
35	Ladies' Home Missionary Society (Five Points Mission).	New York, N. Y. (61 Park street).	1856	1850	Rev. C. S. Brown	M. E.	4	9
36	New York Juvenile Asylum	New York, N. Y. (61 West Thirteenth street).	1851	1853	E. M. Carpenter and E. D. Carpen-ter.	Protestant.	10	42
37	New York Society for the Prevention of Cruelty to Children.	New York, N. Y. (50 Union Square).	1875	1874	E. Fellows Jenkins	Non-sect.		
38	St. Barnabas' House	New York, N. Y.	1833	1866	Rev. C. T. Woodruff	P. E.	15	22, 055
39	St. Mary's Free Hospital for Children	New York, N. Y. (407 West Thirty-fourth street).	1865	1870	Sister Catharine	P. E.	11	635
40	St. Vincent's Home for Homeless Boys of all Occupations.	New York, N. Y. (53 and 55 Warren street).	1877	1871	Rev. John C. Drumgoole	R. C.	6	3
41	The Sheltering Arms.	New York, N. Y. (129th street and 10th avenue).	1864	1864	Miss S. S. Richmond	P. E.	0	16
42	St. Margaret's Home.	Red Hook, N. Y.	0	1853	Jane A. Schryver, matron	P. E.	3	7
43	Church Home of the Protestant Episcopal Church	Rochester, N. Y. (Mt. Hope avenue).	1869	1868	Mrs. Sarah E. Godfrey, matron	P. E.	3	165
44	St. Joseph's Asylum and House of Providence.	Syracuse, N. Y.	1872	1873	Sister Mary Borgia Garvey	R. C.	3	10
45	House of the Good Shepherd	Utica, N. Y.	1872	1873	Daniel N. Grouse, president of trustees.	P. E.	0	5
46	St. James' Home	Wilmington, N. C.	1870	1870	Rev. A. A. Watson, rector	P. E.	2	15
47	The Children's Home	Cincinnati, Ohio	1864	1864	Alexander Patterson	Non-sect.	2	7
48	House of the Good Shepherd	Allegheny, Pa.	1879	1872	Sister M. of St. Casimir Cahill, superior.	R. C.		3, 000
49	Pittsburgh and Allegheny Home for the Friendless.	Allegheny, Pa.		1861	Miss M. Spear, matron	Non-sect.	0	12
50	Home for the Friendless	Eric, Pa. (corner Twenty-second and Sassafras streets).	1871	1871	Kato M. Mason, president board of managers.	Non-sect.		5
51	Home for the Friendless	Harrisburg, Pa.	1867	1866	Mrs. Mary E. De Witt, president	Non-sect.	1	3
52	Almwell School Association.	Philadelphia, Pa.	1859	1796	Sarah Richie, secretary	Non-sect.		3

* From return for 1877.

α In Industrial School and House of Mercy.

TABLE XXI.—PART 5.—Statistics of miscellaneous charities—Continued.

Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	No. of officers, teachers, and assistants.		Total number of inmates since foundation.
						Male.	Female.	
1	2	3	4	5	6	7	8	9
53 Pennsylvania Industrial Home for Blind Women.	Philadelphia, Pa. (3929 Locust street).	1868	1868	Mrs. Morgan	Non-sect.	.....	2	.....
54 Women's Christian Association of Pittsburgh and Allegheny.	Pittsburgh, Pa.	1868	1867	Mrs. Felix R. Brunot, president	Non-sect.	.....	10	6,000
55 Home for Friendless Women and Children	Scranton, Pa.	1873	1871	Mrs. Mary Owens, matron.	Non-sect.	.....	5	173
56 Holy Communion Church Institute	Charleston, S. C.	1869	1867	Rev. A. Toomer Porter, D. D., rector.	P. E.	4	.....	600
57 Memphis Bethel	Memphis, Tenn.	1869	1867	R. L. Lattig	Non-sect.	8	8	2,000
58 Cadle Home and Hospital	Green Bay, Wis.	1873	1874	Mrs. D. C. Ayers, president board of managers.	P. E.	.....	4	404

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
	1	10	11	12	13	14
1	Ladies' Protection and Relief Society.....		Poverty and need of protection.	Appropriations, church contributions, gifts, bequests, and income from inmates.	Housekeeping.....	Homes are found in city and country, and the managers take an interest in them. Homes provided for them.
2	Woman's Union Mission to Chinese Women and Children.....	4-14		Endowment, subscriptions, contributions, and monthly payments of society.		
3	Home for the Friendless.....		All in necessity.	By contributions.....	Housework.....	Homes in good families.
4	Atlanta Benevolent Home*.....		Indigence.	By private charity.....	None.....	Adopted into good families.
5	Chicago Home for Friendless.....			By private charity.....	Housework, needle-work, and general business.	
6	Newsboys' and Bootblacks' Home.....	Under 16.		By contributions.....	Chair caning and repairing.	Employment and homes found for them.
7	Home of the Friendless.....		Friendless women and children.	Appropriation and contributions	Sewing and housework	None.
8	Home of the Friendless*.....	All ages		Contributions and labor of inmates.	Sewing, cooking, and general housework.	Children adopted into good families and homes secured for women.
9	Home for Friendless Women and Children.....		Indigence.	Appropriations, contributions.	Housework.....	Adopted.
10	Boys' Home.....	9-18		Labor of inmates and contributions.		
11	Home of the Friendless.....		Destitution	Subscriptions, donations, legacies, &c.	Sewing and housework	
12	House of the Good Shepherd.....	3-50	Freedom from contagious or incurable disease.	Labor of inmates	Sewing.....	\$25 and an outfit of clothing.
13	Home for Friendless Children of the Diocese of Eastern.....	3-8		Voluntary contributions.....	Housework and sewing	
14	Bofin's Bower.....		Good health			None.
15	Boston Asylum and Farm School.....	8-12		Endowment and contributions.	Farming.....	None.
16	Children's Friend Society.....	Boys, 1½ to 6; girls, 1½-12 years.		Endowment, contribution, and subscription.	Housework and sewing	
17	Children's Mission to the Children of the Destitute in the City of Boston.	5-15	Orphanage and destitution.	Endowment, donations, and contributions.	Sewing and housework	Homes in the country are found.
18	Haverhill Children's Aid Society.....	2 and over		Appropriations.....	Shoemaking, farming, tailoring, and housework.	Homes are provided.
19	State Public School.....	3-14				Inductured to families.

* From return for 1877.

TABLE XXI.—PART 5.—*Statistics of miscellaneous charities*—Continued.

	Name.	Conditions of admission.		How supported.	Industries taught.	Provision for children who have left the institution.
		Age.	Other conditions.			
1		10	11	12	13	14
20	Home for the Friendless.....	Girls, no limit; boys, under 14.	.....	Contributions.....	.....	Returned to friends, adopted, or placed at service.
21	Jackson Home for the Friendless and Industrial School.	Girls, no limit; boys, under 8.	Friendless and in need.	By charity.....	.....	Placed in homes unless provided for by friends.
22	Children's Home.....	4-12	.....	Voluntary contributions.....	Household duties for girls.	None.
23	St. Joseph's Convent of Mercy.....	3 and over	.....	Charitable contributions, donations, and pay of patients.	Sewing and domestic work.	Provided with suitable situations.
24	Street Boys' Home.....	13 years.	.....	Municipal and State appropriation.	.....	Some placed in homes in the country and some at trades.
25	Home for the Friendless*.....	.....	Destitute and friendless.	By charity.....	Housekeeping and gardening.	Placed in comfortable homes.
26	Brooklyn Union for Christian Work.....	.....	.....	.....	.....	.....
27	House of the Good Shepherd.....	.....	.....	Contributions, labor of inmates, &c.	Sewing and embroidery	Placed at service or returned to friends.
28	St. Johnland.....	.....	.....	Endowment, donations, and subscriptions.	Tailoring, shoemaking, umbrella making, sewing, and laundry work.	.....
29	Home for the Friendless.....	Boys, under 10; girls, under 14.	.....	Voluntary contributions.....	General housework and sewing.	Food, clothing, and education.
30	Free Home for Destitute Young Girls*.....	.....	Homelessness and destitution.	Donations.....	Household industries.	None.
31	Home for the Friendless (American Female Guardian Society)*.....	Under 14.....	Destitution and friendlessness.	Endowment, appropriation, and contribution.	Household industries.	Adopted or indentured.
32	Hospital of New York Society for the Relief of the Incurable and Crippled.	4-14	Crippled and residents of New York City.	City appropriations, paying patients, and contributions.	Housework, sewing and manufacture of surgical appliances.	.....
33	Howard Mission and Home for Little Wanderers.	20 months and over.	Good health and homelessness.	Voluntary contributions.....	Sewing.....	Placed in good homes until 21 years of age.
34	Huntington Kitchen Garden (Wilson Mission).	.....	.....	.....	.....	.....
35	Ladies' Home Missionary Society (Five Points Mission).	.....	.....	Appropriations and contributions.	Sewing.....	None.

36	New York Juvenile Asylum.....	7-14	.....	City appropriations and contributions. Dues of members and donations.	Sewing, shoemaking, baking, &c.	Given homes in Illinois or returned to friends.
37	New York Society for the Prevention of Cruelty to Children.....	.....	.....	Voluntary contributions.	General housework	Homes in Christian families. Returned to friends.
38	St. Barnabas' House.....	2-14	Homeless and destitute Needing treatment	Voluntary contributions from excise fund, donations, and subscriptions.	None	Returned to friends.
39	St. Mary's Free Hospital for Children	.....	Homeless and destitute	Endowment, appropriations, and contributions.	Housework, sewing, and fancy work.	Returned to friends.
40	St. Vincent's Home for Homeless Boys of all Occupations.	3-12	.....	Private charity	Knitting, sewing, and domestic work.	Returned to friends or transferred to other institutions.
41	The Sheltering Arms.....	.....	.....	Donations and subscriptions	General housework, knitting, and sewing.	Adopted, placed on farms or at trades.
42	St. Margaret's Home.....	.....	.....	By contributions.	Manual labor for elder boys.	Adopted or placed at service.
43	Church Home of the Protestant Episcopal Church.	2-12	.....	Voluntary contributions	Domestic work and sewing.	Adopted or placed at service.
44	St. Joseph's Asylum and House of Providence.	Boys, under 16.	Capacity for instruction and willingness to submit to discipline.	By contributions.	Sewing, laundry work, and cooking.	When of age boys are paid \$200, girls \$100, by families taking them.
45	House of the Good Shepherd.....	1-16	Homelessness.	By contributions.	.....	Providing with clothing.
46	St. James' Home.....	.....	.....	Needlework and charity	Sewing and laundry work.	Good homes are provided.
47	The Children's Home.....	4 and over	.....	By contributions.	.....	Adopted or placed at service.
48	House of the Good Shepherd.....	Girls, under 13; boys, under 8.	Destitution	Voluntary contributions	Housework, sewing, and knitting.	Adopted or placed at service.
49	Pittsburgh and Allegheny Home for the Friendless.	2-12	.....	Voluntary contributions	Housework and sewing	Adopted or placed at service.
50	Home for the Friendless.....	Over 5	.....	Voluntary contributions	Sewing	Adopted or placed at service.
51	Home for the Friendless.....	Over 8	.....	Income from invested funds	Cane, sewing, basket making, knitting, and sewing.	Homes in Christian families.
52	Almshouse School Association	.....	.....	Subscriptions and donations	Housework, sewing, &c.	Placed at service or in homes.
53	Pennsylvania Industrial Home for Blind Women.	No limit	Homeless and destitute	Contributions, pay of boarders, &c.	General housework	Some sent to college.
54	Women's Christian Association of Pittsburgh and Allegheny.	.....	.....	Public charity	Sewing, &c.	None.
55	Home for Friendless Women and Children.	10	Deserving and needy	Contributions, and pay of pupils by contributions.	Housework and sewing	Placed in good homes.
56	Holy Communion Church Institute	.....	.....	Voluntary contributions	.....	.....
57	Memphis Bethel.....	No limit	.....	.....	.....	.....
58	Cadle Home and Hospital.....	.....	.....	.....	.....	.....

* From return for 1877.

TABLE XXI. — PART 5. — *Statistics of miscellaneous charities* — Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.												Instruction; number taught—					Number of volumes.	Increase in the last school year.				
				Sex.		Race.		Parentage.		Orphanage.		Reading.					Writing.		Arithmetic.				Drawing.		Music.	
				Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.									
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33							
Ladies' Protection and Relief Society.....		\$14,000	\$14,000	106	94	200				0	14	0	60	60	10	0	00	200	0							
Women's Union Mission to Chinese Women and Children.		1,108	1,040	60	15													30								
Home for the Friendless.....	\$2,000	3,398	2,500		36	35	1			3	4	5	6	4	3			150	0							
Atlanta Benevolent Home*.....	0	1,200	1,200	0	40	40	0	30	10	0	6	0	3	3	0	0	0	0								
Chicago Home for Friendless.....		14,841	14,841	(62,038)																						
Newsboys' and Bootblacks' Home.....	0	13,378	13,342	69	28	64	5	34		46	23		69	69	69	2	2		0							
Home of the Friendless.....	0	1,200	1,200		26			28																		
Home of the Friendless*.....																		225	75							
Home for Friendless Women and Children.	0	4,015	3,364	69		69		39	30	32	41		69	69	69			970	0							
Boys' Home.....	0	9,930	10,108	67	48					45	25		25	25	20											
Home of the Friendless.....		4,000	9,000			169				2	19	0	15	15	12											
House of the Good Shepherd.....	11,888		13,212	0	21	21	0	21	0																	
Home for Friendless Children of the Diocese of Eastern.	6,000	1,076	1,056																							
Boffin's Bower.....																										
Boston Asylum and Farm School.....		13,500		100	0	100	0	75	25	17	55	0	100	100	100	100	100	900								
Children's Friend Society.....	22,000	8,790	8,790	22	42	63	1	49	15	7	31		34	33	28	0	2	145	50							
Children's Mission to the Children of the Destitute in the City of Boston.	50,000	8,580	10,644	13	11	24	0	15	9		14		22	14	14		24									
Haverhill Children's Aid Society.....	6,500			9	3	12		9	3	2	4															
State Public School.....	0	36,000	36,000	260	53	300	13	235	78	40	116		313	260	286	290	313	773	162							
Home for the Friendless.....	0	1,341	767	14	10	24	0	10	14	1	10		0	0	0	0	0	0								
Jackson Home for the Friendless and Industrial School.																										
Children's Home.....	0	900	900	1	12	13	0			1	6		12	10	10	0	12	0	0							

TABLE XXI.—PART 5.—Statistics of miscellaneous charities—Continued.

Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.												Library.					
				Sex.	Race.		Parentage.		Orphanage.			Instruction; number taught—					Number of volumes.	Increase in the last school year.			
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.				Arithmetic.	Drawing.	Music.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Home for the Friendless.....	\$0	.....	\$2,000	.....	40	40	.....	.....	.....	.....	.....	.....	30	30	30	30	30	200	.....	
Amwell School Association.....	.....	\$1,716	1,689	.....	70	70	.....	.....	.....	.....	.....	.....	70	70	70	.....	.....	.....	.....
Pennsylvania Industrial Home for Blind Women.	55,000	5,026	5,230	.....	33	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Women's Christian Association of Pittsburgh and Allegheny.	26,000	16,339	14,506	0	250	.....	.....	.....	.....	.....	.....	.....	250	250	250	.....	.....	1,000	.....	
Home for Friendless Women and Children.	0	.....	.....	19	15	.....	0	15	29	4	9	0	20	12	5	0	0	.....	.....
Holy Communion Church Institute.....	0	.....	15,000	85	.....	85	.....	85	.....	20	15	0	85	85	85	.....	.....	250	.....	
Memphis Bethel.....	0	500	500	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cadle Home and Hospital.....	0	.....	.....	7	16	.....	.....	.....	3	1	8	.....	.....	.....	.....	.....	.....	.....	.....

TABLE XXI.—*List of orphan asylums, soldiers' orphans' homes, infant asylums, industrial schools, and miscellaneous charities from which no information has been received.*

Name.	Location.
Asylum for Girls.....	Los Angeles, Cal.
Female Orphan Asylum.....	San Juan, Cal.
Male Orphan Asylum.....	Watsonville, Cal.
St. Catharine's Orphan Asylum.....	Hartford, Conn.
St. James' Asylum.....	Hartford, Conn.
Watkinson's Juvenile Asylum and Farm School.....	Hartford, Conn.
Middlesex County Orphans' Home.....	Middletown, Conn.
Home for Friendless and Destitute Children.....	Wilmington, Del.
Baptist Orphans' Home.....	Atlanta, Ga.
Methodist Orphans' Home.....	Atlanta, Ga.
Augusta Orphan Asylum.....	Augusta, Ga.
St. Mary's Orphan Asylum.....	Augusta, Ga.
Columbus Female Orphan Asylum.....	Columbus, Ga.
White Bluff Female Orphanage.....	White Bluff, Ga.
Swedish Orphan Asylum.....	Andover, Ill.
German Orphan Asylum.....	Havelock, Ill.
Protestant Deaconess's Orphan Home.....	Jacksonville, Ill.
Home for the Friendless.....	Springfield, Ill.
Woodland Home for Orphan and Friendless.....	Quincy, Ill.
Colored Orphan Asylum.....	Evansville, Ind.
Evansville Orphan Asylum.....	Evansville, Ind.
Ladies' Auxiliary Orphan Asylum Society.....	Evansville, Ind.
Jeffersonville Orphan Asylum.....	Jeffersonville, Ind.
Jefferson County Orphan Home.....	Madison, Ind.
German Orphan Asylum.....	Dubuque, Iowa.
Protestant Orphan Asylum.....	Leavenworth, Kans.
Widows' and Orphans' Home.....	Covington, Ky.
Orphans' Home.....	Frankfort, Ky.
Convent of the Good Shepherd.....	New Orleans, La.
St. Louis Female Orphan Asylum.....	New Orleans, La.
Industrial School of the Holy Cross.....	New Orleans, La.
Mount Carmel.....	New Orleans, La.
Newsboys' Lodging Home.....	New Orleans, La.
The Protestant Orphans' Home.....	New Orleans, La.
Bath Military and Naval Orphan Asylum.....	Bath, Me.
Orphans' Home.....	Bath, Me.
General German Orphan Asylum.....	Baltimore, Md.
Henry Watson Children's Aid Society.....	Baltimore, Md.
Kelso Orphan Home.....	Baltimore, Md.
St. James' Home for Homeless Children.....	Baltimore, Md.
Protestant Episcopal Orphan Asylum.....	Frederick, Md.
North End Mission.....	Boston, Mass.
Temporary Home for the Destitute.....	Boston, Mass.
West End Sheltering Arms.....	Boston, Mass.
Shaw's Asylum for Mariners' Children.....	Jamaica Plain, Mass.
Home for Young Women and Children.....	Lowell, Mass.
Children's Aid Society.....	Nantucket, Mass.
Hampden County Children's Aid Society.....	Springfield, Mass.
N. E. County Home for Orphan and Homeless Children.....	Winchendon, Mass.
Children's Friend Society.....	Worcester, Mass.
Orphan Asylum.....	Baraga, Mich.
Foundlings' Home.....	Detroit, Mich.
Home for the Friendless.....	Detroit, Mich.
St. Vincent's Orphan Home.....	East Saginaw, Mich.
Orphan Asylum.....	Marquette, Mich.
Orphans' Home.....	Minneapolis, Minn.
Boys' Industrial School.....	St. Paul, Minn.
Girls' Industrial School.....	St. Paul, Minn.
Home for the Friendless.....	Hannibal, Mo.
Home for the Friendless.....	St. Joseph, Mo.
Episcopal Orphans' Home.....	St. Louis, Mo.
Southern Methodist Orphan Home.....	St. Louis, Mo.
Mission Free School.....	St. Louis, Mo.
Western Orphan Asylum.....	Warrenton, Mo.
Nevada Orphan Asylum.....	Virginia City, Nev.
Concord Female Benevolent Association.....	Concord, N. H.
Orphan Asylum.....	Manchester, N. H.
Children's Home.....	Portsmouth, N. H.
Camden Home for Friendless Children.....	Camden, N. J.
St. Mary's Girls' Orphan Asylum.....	Jersey City, N. J.
St. Michael's Orphan Asylum.....	Jersey City, N. J.
Orphans' Home.....	Mount Holly, N. J.
St. Joseph's Girls' Orphan Asylum.....	Paterson, N. J.
Children's Home.....	Trenton, N. J.
Albany Orphan Asylum.....	Albany, N. Y.
Orphans' Home of St. Peter's Church.....	Albany, N. Y.
St. Joseph's Industrial School.....	Albany, N. Y.

TABLE XXI.—*List of orphan asylums, soldiers' orphans' homes, &c.—Continued.*

Name.	Location.
St. Mary's Orphan Asylum	Albany, N. Y.
Home for the Friendless	Auburn, N. Y.
Davenport Female Orphan Institute	Bath, N. Y.
Orphans' Home	Brooklyn, N. Y.
St. Paul's Female Orphan Asylum or Industrial School	Brooklyn, N. Y.
St. Vincent's Home for Homeless and Destitute Boys	Brooklyn, N. Y.
Asylum of Our Lady of Refuge	Buffalo, N. Y.
Catholic Home	Buffalo, N. Y.
St. Mary's Academy and Industrial School	Buffalo, N. Y.
St. Stephen's Home	Buffalo, N. Y.
St. John's Orphan Asylum	Greenbush, N. Y.
Industrial Home	Kingston, N. Y.
Home of the Friendless	Lockport, N. Y.
Children's Home	Newburgh, N. Y.
German Ladies' Society for the Support of Orphans and Widows	New York, N. Y. (350 Broome st.).
Industrial Home of the Hebrew Orphan Asylum	New York, N. Y.
Montefiore Widow and Orphan Benefit Society	New York, N. Y. (64 E. 4th street).
New York Foundling Asylum Society	New York, N. Y.
Institution of Mercy	New York, N. Y.
New York Infant Asylum	New York, N. Y.
New York House and School of Industry	New York, N. Y.
School for Nurses, Charity Hospital	New York, N. Y.
Union Home and School	New York, N. Y.
St. John's Orphanage	Ogdensburg, N. Y.
House of Charity and Farm	Oswego, N. Y.
Home for the Friendless	Rochester, N. Y.
Home for the Homeless	Utica, N. Y.
Jefferson County Orphan Asylum	Watertown, N. Y.
Society for Relief of Destitute Children of Seamen	West New Brighton (S. I.), N. Y.
Cincinnati Orphan Asylum	Cincinnati, Ohio.
Home for the Friendless and Female Guardian Society	Cincinnati, Ohio.
Union Bethel and Newsboys' Home	Cincinnati, Ohio.
Bethel Home	Cleveland, Ohio.
St. Joseph's Female Orphan Asylum	Cleveland, Ohio.
Home for the Friendless	Columbus, Ohio.
St. Joseph's Orphan Asylum	Columbus, Ohio.
St. Vincent's Orphan Asylum	Columbus, Ohio.
Orphans' Home	Dayton, Ohio.
St. Joseph's Orphan Asylum	Dayton, Ohio.
Warren County Orphan Asylum and Children's Home	Lebanon, Ohio.
Industrial School	Mineral Ridge, Ohio.
Claire County Children's Home	Springfield, Ohio.
Ladies' Relief Society	Portland, Oreg.
St. Joseph's Orphan Asylum	Erie, Pa.
Church Home	Lancaster, Pa.
Home for the Friendless	Lancaster, Pa.
Fressler Orphan Home	Louisville, Pa.
Foster Home Association	Philadelphia, Pa.
Children's Asylum (Philadelphia Alms House)	Philadelphia, Pa.
Soldiers' Orphan Institute	Philadelphia, Pa.
St. Paul's Roman Catholic Orphan Asylum	Pittsburgh, Pa.
Orphans' Home of Evangelical Lutheran Church	Rochester, Pa.
Widows' and Orphans' Home	Rochester, Pa.
Orphans' Farm School	Zelienople, Pa.
Home for Destitute Children	Bristol, R. I.
Leath Orphan Asylum	Memphis, Tenn.
St. Peter's Orphan Asylum	Memphis, Tenn.
Presbyterian Orphan Asylum	Fredericksburg, Va.
St. Paul's Church Home	Petersburg, Va.
Hebrew Orphan Asylum Association	Richmond, Va.
Richmond Male Orphan Asylum	Richmond, Va.
Home for the Friendless	Fond du Lac, Wis.
German Orphan Asylum	Washington, D. C.
Washington City Orphan Asylum	Washington, D. C.
St. Vincent's Asylum and Industrial School	Santa Fé, N. Mex.

TABLE XXI.—*Memoranda.*

Name.	Location.	Remarks.
Roman Catholic Orphan Asylum for Boys ..	Washington, Ga	See St. Joseph's Orphanage; identical.
House of the Good Shepherd ..	Chicago, Ill	See Table XX.
Indianapolis Home for Friendless Women ..	Indianapolis, Ind	Not found.
Union Orphan Asylum ..	Baltimore, Md	Closed.
Industrial Home of the Ladies' Relief Association.	Baltimore, Md	Not found.
Fragment Society ..	Boston, Mass	Not found.
Penitent Female's Refuge ..	Boston, Mass	See Table XX.
House of Shelter ..	Detroit, Mich	Closed.
House of Shelter ..	Albany, N. Y	See Table XX.
Roman Catholic Orphan Asylum (male) ..	Brooklyn, N. Y	See St. John's Home; identical
Industrial Home ..	New York, N. Y. (110 Lexington avenue).	No longer exists.
New York Magdalen Benevolent Society ..	New York, N. Y	See Table XX.
Children's Home ..	Rochester, N. Y	Not in existence.
Home for Christian Care ..	Sing Sing, N. Y	Closed.
Industrial Home of the City of Utica ..	Utica, N. Y	Simply a boarding home.
Soldiers' Orphan Home ..	Andersonburgh, Pa ...	Closed.
Phillipsburgh Soldiers' Orphan School ..	Water Cure, Pa	Main building burned; scholars transferred to other schools.
Milwaukee Industrial School ..	Milwaukee, Wis	Identical with Wisconsin Industrial School for Girls; see Table XX.
National Soldiers' and Sailors' Orphan Home.	Washington, D. C.	Closed.

TABLE XXII.—*Statistics of educational benefactions for 1878; from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
University of California	Berkeley, Cal	H. D. Bacon	Oakland, Cal
		Michael Reese	San Francisco, Cal ..
		Judge S. C. Hastings	San Francisco, Cal ..
University of Colorado	Boulder, Colo	C. G. Buckingham	Boulder, Colo
		J. Alden Smith	Boulder, Colo
		Executor of J. Buttell's estate.	.....
		M. H. Arnot .....	.....
		Executor of De Forest Manice's estate.	.....
Yale College	New Haven, Conn.	Anonymous .....	.....
		From Woolsey fund committee.	.....
	
		Dr. T. D. Porter .....	.....
	
Atlanta University	Atlanta, Ga	Mrs. Caroline Street (deceased).	.....
		Mrs. D. P. Stone	Malden, Mass
Blackburn University	Carlinville, Ill .....	.....	.....
Carthage College	Carthage, Ill .....	.....	.....
University of Chicago	Chicago, Ill .....	.....	.....
Ewing College	Ewing, Ill	Various persons	Illinois
Lombard University	Galesburg, Ill. ....	.....	.....
Monmouth College	Monmouth, Ill	{ John Dean	Allegheny City, Pa. .
Northwestern College	Naperville, Ill	{ Other persons .....	.....
Westfield College	Westfield, Ill	Various persons .....	.....
Wheaton College	Wheaton, Ill	Various persons .....	.....
Evangelical Lutheran Concor- dia College.	Fort Wayne, Ind. .	Mrs. Johanna Zwick	Cincinnati, Ohio
Hanover College	Hanover, Ind	Mrs. Mary A. Lapsley	New Albany, Ind
Earlham College	Richmond, Ind.	Joseph Moore	Richmond, Ind.
Griswold College	Davenport, Iowa. .	Miss Catharine D. Wolfe. .	New York, N. Y
Parsons College	Fairfield, Iowa .....	.....	.....
Upper Iowa University	Fayette, Iowa .....	.....	.....
Penn College	Oskaloosa, Iowa. .	Various persons .....	.....
Central University of Iowa. .	Pella, Iowa	Samuel C. Demerest	Boston, Mass

replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$125,000	{	-----	-----	-----	-----	\$75,000	\$25,000 in money for library building, and his own library and art collections, valued at \$50,000.
		-----	-----	-----	-----	50,000	For library.
5,000	{	-----	-----	-----	-----	5,000	For the amount of Judge Hastings's gift, see "Schools of law."
		-----	-----	-----	-----	5,000	In books and a cabinet of minerals.
189,590	{	\$500	\$6,930	\$10,000	-----	-----	For completion of Buttell Chapel and endowment of a professorship.
		-----	-----	-----	-----	-----	For department of physics.
		-----	-----	-----	-----	-----	\$5,000, the use for which it is intended not specified.
		-----	-----	-----	-----	-----	\$5,000, its purpose not specified.
		-----	-----	-----	\$250	-----	Composition prize.
		-----	-----	-----	-----	-----	\$20,050, its purpose not specified.
		-----	-----	-----	5,500	-----	For a graduate scholarship in the theological department.
		600	-----	-----	-----	-----	For current expenses in theological department.
		7,000	-----	-----	-----	-----	For current expenses in scientific department.
		-----	-----	-----	-----	3,760	For library.
50,000	{	75,000	-----	-----	-----	-----	Conveyed to the college real estate and mortgages in the city of New York of uncertain value, but estimated at \$50,000.
		-----	50,000	-----	-----	-----	Legacies to Art School, paid in 1878.
3,500	-----	3,500	-----	-----	-----	-----	For buildings; a bequest not yet received.
2,000	-----	2,000	-----	-----	-----	-----	For buildings.
6,000	-----	6,000	-----	-----	-----	-----	For endowment.
18,000	-----	18,000	-----	-----	-----	-----	Mainly for the payment of teachers' salaries.
1,000	-----	-----	-----	-----	-----	-----	For endowment.
8,000	{	5,000	-----	-----	-----	-----	Purpose not specified.
		3,000	-----	-----	-----	-----	Given to the college without condition.
700	-----	-----	-----	-----	-----	-----	Purpose not specified.
10,000	-----	10,000	-----	-----	-----	-----	Payment of indebtedness, given on condition that \$25,000 be raised prior to January, 1880.
9,770	-----	9,770	-----	-----	-----	-----	Payment of indebtedness, on the conditions of the liquidation of the whole debt in two years and of the maintenance of the principles of anti-secrecy. There were also given to the college 400 geological specimens, 1,000 plants, and numerous specimens of insects, birds, &c.
1,000	-----	-----	-----	-----	\$1,000	-----	To aid poor students on condition that they prepare for the ministry of the Evangelical Lutheran Church.
20,000	-----	20,000	-----	-----	-----	-----	For the endowment of a chair.
500	-----	-----	-----	-----	-----	500	For the museum.
2,500	-----	2,500	-----	-----	-----	-----	For current expenses.
-----	-----	-----	-----	-----	-----	-----	Gifts of books and sundry materials for apparatus.
100	-----	-----	-----	-----	-----	-----	Purpose not specified.
2,000	-----	2,000	-----	-----	-----	-----	An annual subscription, to continue for three years, for the general uses of the college.
300	-----	300	-----	-----	-----	-----	For general purposes.

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Tabor College.....	Tabor, Iowa	{ W. R. and L. Morley	Brush Creek, Iowa..
		{ John Overholser	Coleta, Ill
		{ Mary Manning	Western, Iowa.....
Western College.....	Western, Iowa.....	{ J. M. Shellabarger and wife	Letts, Iowa
		{ James and Mary Moller ..	Mendota, Ill
		{ Robert Smith	Polo, Ill
		{ Other persons	
Baker University	Baldwin City, Kans ..		
Highland University.....	Highland, Kans.....	{ William Thaw	Pittsburgh, Pa.....
		{ Rev. W. B. Stewart	Fort Edward, N. Y..
Centre College	Danville, Ky	{ Caldwell Campbell	Richmond, Ky
		{ B. F. Avery	Louisville, Ky
Georgetown College.....	Georgetown, Ky	Various donors	
Bethel College	Russellville, Ky	{ G. W. Norton	Louisville, Ky
		{ J. M. Pendleton	Upland, Pa
Bowdoin College	Brunswick, Me	Henry Winkley	Philadelphia, Pa
Colby University	Waterville, Me	Gardner Colby	Boston, Mass
St. Charles's College.....	Ellicott City, Md.....	Mr. Dorsey	Howard County, Md
Western Maryland College ..	Westminster, Md	Various persons	Maryland
Amherst College.....	Amherst, Mass		
Boston University	Boston, Mass	{ Edward Russell.....	
		{ Rev. R. M. Hodges	
		{ Trustees of the class sub- scription fund	
		{ Trustees of the will of James Arnold	
		{ Executor of Miss Levina Hoar	
		{ Teachers and students of the Bloomsburg (Pa.) State Normal School ..	
		{ Anonymous	
		{ Through Prof. Gray (anonymous)	
		{ Massachusetts Society for Promoting Agri- culture	
Harvard University	Cambridge, Mass	{ George W. Wales	
		{ Thomas G. Appleton.....	
		{ Mrs. John M. Forbes.....	
		{ Augustus Hemenway....	
		{ Association of Alumni of Harvard College	
		{ George Bemis (deceased), graduates of the col- lege, and others	
		{ Executors of Mrs. Anne E. P. Sever	

benefactions for 1878, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$2, 700							Purpose not specified.
	\$3, 000						To advance the cause of Christian education.
	500						
6, 500	1, 000						
	500						
	500						
1, 000							Purpose not specified.
600	500						To aid in meeting current expenses.
	100						
	10, 000						Two notes of \$10,000 each, payable at death, for the endowment of the chair of vice president.
20, 000	10, 000						
3, 500		\$3, 500					For building a new boarding hall.
250							Purpose not specified.
10, 000	10, 000						For general purposes.
500						\$500	For the library.
400							Purpose not specified.
22, 000	22, 000						In subscription notes for the payment of debt, given on condition that \$25,000 be raised to pay the whole debt.
20, 000						20, 000	To aid in the purchase of the Shepard collection of minerals.
20, 000							Purpose not specified.
				\$100			Towards the foundation of a scholarship.
	20, 000			5, 000			For the foundation of a scholarship.
		627					For the use of the Arnold Arboretum.
				500			To be added to the amount heretofore donated for the Levina Hoar scholarship.
	30						For the teachers' and pupils' fund.
	500						To increase the salary of the professor of entomology.
						1, 000	For the herbarium.
		2, 500					For the improvement and development of the botanic garden and Arnold Arboretum.
177, 207	50					200	For books for the library.
	200						For current expenses of the astronomical observatory.
							For current expenses of the astronomical observatory.
							A new gymnasium.
		6, 500					The Memorial Hall building.
							\$5,000 was a bequest from the late George Bemis and \$1,500 were from recent subscriptions. These amounts, together with \$2,000 raised some years ago by graduates of the college and others, were used in the purchase of a marble statue of President Quincy by William W. Story.
	140, 000						Legacy (not yet received).

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Williams College	{ Williamstown, } Mass.	{ Edward Clark Charles A. Jessup (de- ceased). Mrs. Betsey Barnes (de- ceased).	New York, N. Y. Westfield, Mass. Medina, Ohio
Adrian College	Adrian, Mich.	Calvin Tomkins	Tomkin's Cove, N. Y.
Battle Creek College	Battle Creek, Mich. ....	.....	.....
Hillsdale College	Hillsdale, Mich. ....	.....	.....
Hope College	Holland, Mich.	{ Mrs. Margaret L. Abbe .. Rev. A. J. Switz	Albany, N. Y. Schenectady, N. Y.
Olivet College	Olivet, Mich. ....	.....	.....
Carleton College	Northfield, Minn.	{ Charles Boswell Anonymous Citizens of Fayette	West Hartford, Conn.
Central College	Fayette, Mo. ....	.....	.....
Drury College	Springfield, Mo.	Various persons .....	.....
Doane College	Crete, Nebr.	{ W. O. Grover James Smith Charles Boswell O. L. Moew Other persons	Boston, Mass. Philadelphia, Pa. Hartford, Conn. Worcester, Mass. Philadelphia, Pa.
Dartmouth College	Hanover, N. H.	Henry Winkley .....	.....
St. Lawrence University	Canton, N. Y.	Sundry persons .....	.....
Hobart College	Geneva, N. Y.	{ Thos. Fatzinger Washington Hunt (de- ceased). Estate of the late Ken- drick Metcalf. Other persons	Waterloo, N. Y. New York, N. Y.
Cornell University	Ithaca, N. Y.	{ Miss Jennie M'Graw Henry W. Sage	Ithaca, N. Y. Brooklyn, N. Y.
Columbia College	New York, N. Y.	John Winthrop Chanler (deceased). John B. Trevor James Brown (deceased). Miss C. L. Wolfe .....	..... ..... New York, N. Y. New York, N. Y.
University of Rochester	Rochester, N. Y. ....	.....	.....
Union College	Schenectady, N. Y. ....	.....	.....
University of North Carolina ..	Chapel Hill, N. C.	B. F. Moore .....	.....
Rutherford College	Happy Home, N. C.	Col. S. W. Cole	Salisbury, N. C.
Wake Forest College	{ Wake Forest } College, N. C. }	{ Col. J. M. Heck John G. Williams Other persons	Raleigh, N. C. Raleigh, N. C.
German Wallace College	Berea, Ohio	Church collections .....	.....
Hebrew Union College	Cincinnati, Ohio ..	Henry Adler	Cincinnati, Ohio
Kenyon College	Gambier, Ohio	{ Dr. I. T. Hobbs Mrs. Mary N. Bliss Thomas McCullough J. D. Rockefeller	Sandusky, Ohio Columbus, Ohio Massillon, Ohio Cleveland, Ohio
Denison University	Granville, Ohio .....	.....	.....
Marietta College	Marietta, Ohio .....	.....	.....
Oberlin College	Oberlin, Ohio	Miss Mary W. Holbrook ..	.....

benefactions for 1878, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$11,325	\$10,000						General endowment.
	500						
	300						
10,000	10,000						In real estate mortgage for general endowment.
1,200	1,200						To promote the general interests of the college.
7,000	7,000						To endow theological department and to add to the general endowment fund of the college.
7,000			\$5,000				To support the professors.
2,500			2,000				Purpose not specified.
756		\$500					For astronomical clock for observatory.
11,000	11,000						For current expenses.
8,180	(8,180)						To increase endowment fund.
							Buildings, running expenses, and endowment.
12,000	500						Endowment.
	8,025						
	1,000						
	500						
	1,975						
35,000			35,000				To found a professorship of Anglo-Saxon and English language and literature.
600						\$600	For instruction and library.
4,164	1,000						For library.
	1,000						
						500	
	1,664						
		2,663					Cases and furniture of architectural photograph gallery and new roof on M'Graw building.
27,663		25,000					Barn for agricultural department, grading grounds, and general equipment.
1,000				\$1,000			Prize for historical essay in senior class.
1,300							Purpose not specified.
84,000	80,000						For general purposes; income only to be used.
	4,000						For art purposes; income only to be used.
5,000					\$5,000		Interest to pay tuition of students designated by heirs of testator.
900	900						Payment of indebtedness.
12,000		5,000					To construct library rooms and debating halls.
		5,000					
		2,000					
693							Purpose not specified.
10,000							Purpose not specified.
7,000							Purpose not specified.
2,000	2,000						General endowment fund.
5,000	5,000						Chiefly for general purposes.
25,000			25,000				Amount pledged for "Holbrook professorship;" an instalment of \$5,000 was paid in 1878.

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Wittenberg College.....	Springfield, Ohio..	Various persons	Indiana and Ohio ...
Heidelberg College	Tiffin, Ohio	{ John Long and wife	New Salem, Ohio....
Otterbein University	Westerville, Ohio..	{ Rev. J. Michael and wife.	Winamac, Ind
McMinnville College.....	McMinnville, Oreg.	{ J. Lynch.....	Sheridan, Oreg.....
Muhlenberg College	Allentown, Pa	{ From the Lutheran Min- isterium of Pennsylvania	.....
Lafayette College	Easton, Pa	{ Hon. Asa Packer.....	.....
Haverford College	Haverford College, Pa.	{ Estate of John Farnum..	Philadelphia, Pa....
Lincoln University	Lincoln Univer- sity, Pa.	{ Subscription .....	.....
Allegheny College	Meadville, Pa	{ Mrs. C. P. Stokes.....	New York, N. Y....
Mercersburg College.....	Mercersburg, Pa..	{ Various persons.....	.....
Westminster College.....	New Wilmington, Pa.	{ Marcus Hulings.....	Oil City, Pa.....
Lehigh University.....	South Bethlehem, Pa.	{ Citizens of Meadville and vicinity.	.....
Brown University	Providence, R. I ..	{ Various persons .....	.....
Newberry College	Newberry, S. C....	{ .....}	.....
Clafin University and College } of Agriculture.	Orangeburg, S. C..	{ Freedmen's Aid Society of the M. E. Church.	.....
Southwestern Presbyterian University.	Clarksville, Tenn.	{ Individuals .....	.....
Central Tennessee College....	Nashville, Tenn...	{ James King	Jackson, La
		{ Samuel and Hugh Me- harry.	Shawnee Mound, Ind
		{ Trinity M. E. Sunday School.	Cambridge, Mass ...
		{ Jacob Miller	Canton, Ohio.....
		{ Rev. L. S. Ramsdell	Clyde, Mich
		{ W. C. Du Pauw	New Albany, Ind...
		{ Mrs. J. T. Peck	Syracuse, N. Y....
		{ Rev. J. W. Agard	Illinois
		{ Estate of R. R. Graves...	Morristown, N. J...
		{ Freedmen's Mission Aid Society.	London, England...
Fisk University.....	Nashville, Tenn...	{ American Missionary As- sociation.	New York, N. Y....
Austin College.....	Sherman, Tex.....	{ Citizens of Sherman .....	.....
Middlebury College.....	Middlebury, Vt ...	Rev. Cyrus B. Drake, D. D. (deceased).	.....
Roanoke College.....	Salem, Va	Various persons	Virginia, New York, and New England.
Richmond College.....	Richmond, Va	Samuel Tunstall	King and Queen County, Va.
University of Virginia.....	University of Vir- ginia, Va.	W. W. Corcoran	Washington, D. C...
Lawrence University	Appleton, Wis....	Various persons .....	.....

benefactions for 1878, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$6,000	\$6,000						For the endowment fund.
3,600	900			\$2,700			For scholarships, payable at death of parties, with no interest until then.
5,000	5,000						For endowment on the same conditions.
2,000				2,000			For contingent expenses.
							Land to amount given, to be used for scholarships.
31,500	1,500						For general expenses.
13,831	30,000						Interest to be used for general support.
38,000		\$13,000		25,000			Purpose not specified.
							For scholarships and general purposes.
18,250				1,250			For buildings, alterations, and apparatus.
	1,800	4,000					To educate a young man, named by the beneficiary, willing to go to Africa.
		5,000			\$11,200		
10,000		5,000					For the erection of a ladies hall to be called Hulings' Hall; the private subscription given on condition that the citizens of Meadville raise an equal amount.
2,299							Purpose not specified.
13,000	13,000						To increase endowment fund.
35,900							Purpose not specified.
9,744	9,744						For sundry purposes.
4,000	3,300	700					For completion of buildings.
	4,762						In bonds for the endowment fund.
5,172							\$1,510 for current expenses and \$3,662 for payment of indebtedness.
6,000	410						For endowment.
	6,000						
1,391	800				591		\$800 for medical school; remainder to aid students.
29,590	20,000						
	3,970						For the general purposes of the university.
	5,620						
16,000		16,000					Raised by the citizens of Sherman in order to secure the permanent location of the college at that place.
10,000							Purpose not specified.
5,000							Purpose not specified.
7,000					7,000		To aid students in preparing for the ministry.
50,000	50,000						To endow school of geology and natural history.
2,000							Purpose not specified.

TABLE XXII.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Beloit College.....	Beloit, Wis	{ S. C. Morgan (deceased).. H. N. Brinsmade, D. D., (deceased). Various persons	Norwich, Conn Newark, N. J. Wisconsin and Illi- nois.
Ripon College.....	Ripon, Wis		
Howard University.....	Washington, D. C.		
SCHOOLS OF SCIENCE (<i>mining, engineering, agriculture, &c.</i>).			
Maine State College of Agri- culture and Mechanic Arts. }	Orono, Me	{ Hon. Abner Coburn..... E. A. Ashcroft	Skowhegan, Me..... Boston, Mass
Massachusetts Agricultural }	Amherst, Mass ...	{ Various sources Whiting Street	Northampton, Mass. Upton, Mass
Massachusetts Institute of Technology.	Boston, Mass	{ William Knowlton. James McGregor (de- ceased).	Boston, Mass
Michigan State Agricultural College.	Lansing, Mich		
Agricultural and Mechanical }	Columbia, Mo.....	{ J. P. McAfee..... Gale Manufacturing Com- pany. James and Moss Parker.	Columbia, Mo..... Albion, Mich
Franklin Institute.....	Philadelphia, Pa..	{ Bloomfield Moore fund. Various persons	Columbia, Mo..... Philadelphia, Pa....
Wagner Free Institute of Sci- ence.	Philadelphia, Pa..		
Hampton Normal and Agricult- ural Institute.	Hampton, Va.....	Various persons	
SCHOOLS OF THEOLOGY.			
Theological Institute of Con- necticut.	Hartford, Conn ..	Mr. James B. Hosmer.....	Hartford, Conn
Chicago Theological Seminary.	Chicago, Ill	Various persons	
		{ Thomas A. Galt.....	Sterling, Ill
Presbyterian Theological }	Chicago, Ill		
Seminary of the Northwest. }			
Garrett Biblical Institute.....	Evanston, Ill.....	{ Sundry persons Methodist congregations in the West and North- west. From the churches	
Augustana Theological Semi- nary.	Rock Island, Ill...		
Theological department of }	Davenport, Iowa..	{ Rev. Robt. C. Matlack... The Bishop of Iowa ... Estate of Rev. E. Williams	Philadelphia, Pa
Griswold College.		{ Dr. A. Adams	Ogden, Iowa
College of the Bible.....	Lexington, Ky	{ H. L. Geeslin.....	Lancaster, Ky
Southern Baptist Theological Seminary.	Louisville, Ky	{ Various persons of the Baptist denomination in the Southern States.	Brown Co., Ohio
Bangor Theological Seminary..	Bangor, Me		

benefactions for 1878, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$11,865	\$2,500		\$7,865				For general purposes.
	1,500						For endowment of chair of Latin; a portion of income to be paid to widow during life.
8,300	6,000	\$2,300					For current expenses.
3,161	3,161						\$6,000 for endowment; other gifts for apparatus, library, current expenses, &c.
							To pay salaries.
310		250					\$200 for forge shop and \$50 for binding periodicals.
		60					For steam gauge.
2,000	1,000						Books, pamphlets, &c.
2,500	1,000						For general expenses.
	2,500						For permanent fund.
							Books, specimens, &c.
325		325					In agricultural implements and domestic animals.
10,000						\$10,000	For the improvement of the library.
34,145	18,557	2,600			\$12,988		Various kinds of material for use in the institute.
90,000		90,000					Value of certificates of stock given in 1878 for the erection of building.
9,400	8,400			\$1,000			\$8,400 for general purposes and \$1,000 for a scholarship.
7,060		2,500		2,500			\$2,500 to endow a permanent scholarship and \$2,500 for the foundation of a fund to embellish grounds and buildings, on condition that donor and son shall designate recipient of scholarship and also the specific form in which "embellishing fund" shall be used.
	2,060						For current expenses.
5,700	5,700						To supplement salaries, pay interest, insurance, and general expenses.
17,000	17,000						To cancel debt.
							Several hundred volumes for library.
1,000	500						Towards a permanent endowment.
45,000	500						Pledged in bonds and subscriptions for the permanent endowment of the seminary.
5,000	5,000						For general purposes.

TABLE XXII.—Statistics of educational

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont'd.			
Andover Theological Seminary	Andover, Mass.	Henry Winkley	Philadelphia, Pa.
		F. H. Taylor (deceased) ..	
		Rev. S. Sweetser (dec'd) ..	
		May W. Kellogg (dec'd) ..	
		Chas. A. Jessup (dec'd) ..	
		May Campbell (dec'd) ..	
		From the Stone estate ..	
Episcopal Theological School	Cambridge, Mass.	Robert M. Mason	Boston, Mass.
New Church Theological School	Waltham, Mass.	From funds of the "General Convention of the New Jerusalem" and from individuals.	
Bishop Green Associate Mission and Training School.	Dry Grove, Miss.	Mrs. Julia M. Irvington ..	New York
		Wm. B. Douglas	Rochester, N. Y.
		Mrs. Nathalie E. Baylies ..	New York
		Rev. James Saul, D. D.	Philadelphia, Pa.
Theological Seminary of the Reformed (Dutch) Church.	New Brunswick, N. J.	Gardner A. Sage	New York, N. Y.
		Estate of Mrs. Fanny L. McNaw.	Lancaster, Pa.
		Estate of James Brown ..	New York, N. Y.
Theological Seminary of the Presbyterian Church.	Princeton, N. J.	James Lenox	New York, N. Y.
Brooklyn Lay College and Biblical Institute.	Brooklyn, N. Y.	Czar Dunning	
		G. S. T. Francham	
		Hugh Boyd	
		John F. Henry	
DeLancey Divinity School.	Geneva, N. Y.	Mrs. Mary Clark Proctor ..	Rochester, N. Y.
St. Mary's Theological Seminary	Cleveland, Ohio	Mrs. Lydia J. Yesier	Toledo, Iowa
		Mrs. Mary Copley	
		Minor Corin	
		Pebe A. Benton	
		Elias Myers	
		Susan Bretts	
		Henry Alt	
		Other persons	
Moravian Theological Seminary	Bethlehem, Pa.	Various persons	Boston, Mass., Providence, R. I., New York, N. Y., Leicester, Mass., Chicago, Ill., Cincinnati, Ohio.
Meadville Theological Seminary	Meadville, Pa.		
Theological Seminary of the Evang. Lutheran Church.	Philadelphia, Pa.	Peter Sieger (deceased) ..	Philadelphia, Pa.
Theological Seminary of the Presbyterian Church.	Columbia, S. C.	Rev. C. F. Heyer	
		Judge Ephraim Ewing (deceased).	
		John Finley (deceased) ..	
		Mrs. Mary Haggitt	Lebanon, Tenn.
Theological School of Cumberland University.	Lebanon, Tenn.		
Union Theological Seminary	Hampden Sidney, Va.	Mr. Wilson	Rockbridge Co., Va.

benefactions for 1878, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$81,250	\$25,000						For general purposes.
			\$2,000	\$1,000			For a professorship.
				1,500			For a scholarship.
				750			For a scholarship.
							For a scholarship.
	1,000						For the cause of missions.
25,000	25,000		50,000				For professorship of science.
3,000							For general uses.
							Purpose not specified.
3,000	3,000						{ Support for institution on condition that free tuition and board be accorded the students.
700	700						For current expenses.
12,375				2,375			To found a scholarship.
							The purpose to which \$10,000 of this amount is to be appropriated is not specified.
							Mr. Lenox erected for the seminary two professors' houses and a library building.
2,700		\$2,700					{ Towards the purchase of Amity Street Church, conditioned on the raising of \$10,000.
10,000	10,000						For general uses of the school.
7,000							Purpose not specified.
10,278	500						{ Endowment and contingent expenses; a portion not payable till death of donors.
1,883	500						{ Purpose not specified.
4,930	4,930						General endowment and beneficiary funds.
4,400	4,200						{ Interest for support of seminary.
7,176	200						Purpose not specified.
35,000					\$15,000		6 lots in Chicago.
							For the education of young men for the ministry.
					20,000		In property as yet unproductive, and for the purpose of educating young men for the ministry.
9,000				9,000			To found three scholarships.

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF LAW.			
Hastings College of the Law...	San Francisco, Cal.	S. Clinton Hastings	San Francisco, Cal ..
Law Department, Howard } University.	Washington, D. C.	{ Hon. Wm. M. Evarts Hon. D. A. Straker	Washington, D. C. ... Orangeburg, S. C. ...
SCHOOLS OF MEDICINE.			
Hahnemann Medical College...	Chicago, Ill.	Ladies' Aid Society.....	Chicago, Ill.
St. Louis College of Pharmacy.	St. Louis, Mo.	{ G. Mallinckrodt & Bro... John M. Maris & Co	St. Louis, Mo. Philadelphia, Pa
College of Pharmacy of the City of New York.	New York, N. Y. ..	{ Fox & Sons. 200 pharmacists.....	Philadelphia, Pa .. New York, N. Y.
Eclectic Medical College.....	New York, N. Y. ....	.....	.....
New York Medical College for Women.	New York, N. Y. ....	.....	.....
United States Medical College.	New York, N. Y.	Trustees of college .....	.....
Cleveland Medical College.....	Cleveland, Ohio ..	J. Lang Cassels, M. D.	Cleveland, Ohio ..
INSTITUTIONS FOR SUPERIOR IN- STRUCTION OF WOMEN.			
Young Ladies' Seminary.....	Benicia, Cal.	The alumnae .....	.....
Wesleyan Female College.....	Wilmington, Del..	J. J. McCullough	Wilmington, Del.
Rockford Female Seminary	Rockford, Ill.	Alumnae and friends .....	.....
Liberty Female College.....	Glasgow, Ky.....	Various persons	Kentucky
Logan Female College	Russellville, Ky ..	{ Hugh Barclay	Russellville, Ky
Bradford Academy.....	Bradford, Mass ..	{ Mrs. Barnes.....	Russellville, Ky
Smith College.....	Northampton, Mas	.....	.....
Wheaton Female Seminary.....	Norton, Mass	Eliza B. Wheaton	Norton, Mass
Mt. Holyoke Female Seminary }	South Hadley, } Mass.	{ Mrs. Gilbert Smith..... Mr. Whiting Street	South Hadley, Mass. Northampton, Mass.
		{ Mrs. Valeria G. Stone	Malden, Mass.
		{ Mr. D. W. Weston .....	.....
		{ Mr. W. O. Grover .....	.....
Wellesley College.....	Wellesley, Mass ..	{ Mrs. Caroline A. Woods..	.....
		{ 3 unnamed donors .....	.....
Whitworth Female College	Brookhaven, Miss.	.....	.....
Lea Female College.....	Summit, Miss	{ Mrs. Elceba Bates	Liberty, Miss
Elizabeth Aull Female Semi- nary.	Lexington, Mo.....	{ Mrs. M. A. Silliman	Louisiana.....
New Hampshire Conference Seminary and Female Col- lege.	Tilton, N. H.	Stephen G. Wentworth	Lexington, Mo
Granger Place School.....	Canandaigua, N. Y.	John Mooney, deceased ..	Tilton, N. H.
Western Female Seminary.....	Oxford, Ohio .....	.....	.....

benefactions for 1878, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$100,000	\$100,000						For the establishment of law college; paid into State treasury, the State binding itself to pay 7 per cent. per annum on the same forever.
}							58 books and pamphlets.
4,000	4,000						For hospital purposes. Chemicals and specimens. Metric weights.
4,900		\$4,900					Metric graduates and bottles. For improving the building.
5,000	5,000						To aid in carrying on clinic and hospital work.
662	662						For current expenses.
4,000	4,000						For current expenses. 150 books.
5,000	5,000						A fine microscope. Payable at death of widow for general purposes of college.
10,000	10,000						For endowment of chair of principal, on condition that the income be appropriated to the present principal during life.
8,000		8,000					Payment of debt on buildings and grounds.
}	5,300	{ 5,000 300 }					{ To make additions to buildings; the college gives a scholarship worth \$300 a year to the Barclay heirs for their own benefit or that of any needy student named by them.
1,000				\$1,000			For a scholarship.
3,000							Purpose not specified.
20,000		20,000					Enlargement and improvement of school building and apparatus.
}	2,000	{ 1,000 100,000 5,000 10,000 }					For educational fund. \$1,000; purpose not specified. For the erection of dormitory buildings.
				5,000			To establish a scholarship.
				5,000			For organ and scholarship.
				5,000			To sustain a scholarship.
155,000				5,000		\$20,000	\$10,000 is the value of real estate donated, \$5,000 is to establish a scholarship, and \$20,000 to found a library of scientific books.
150		150					For building; in 3 years the president has improved the college buildings to the amount of \$22,000.
}	2,000	2,000					{ For buildings to be used for female college.
500		500					To procure additional apparatus.
500	500						For endowment.
10,100							50 books for library. Purpose not specified.

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN—Cont'd.			
Lake Erie Female Seminary ...	Painesville, Ohio..	{ Hon. R. Hitchcock Various persons	Painesville, Ohio.... Cleveland, Ohio.....
Moravian Seminary for Young Ladies.	Bethlehem, Pa....	Mrs. Irving, deceased	San Francisco, Cal..
Vermont Methodist Seminary } and Female College. }	Montpelier, Vt....	{ Abijah Tripp Subscriptions	Keene, N. H.
PREPARATORY SCHOOLS.			
Connecticut Literary Institution.	Suffield, Conn....	.....	.....
Rockville Academy.....	Rockville, Md....	Julius West, deceased ...	Rockville, Md.....
Phillips Academy.....	Andover, Mass....	Various persons .....	.....
Lawrence Academy	Groton, Mass....	{ James Lawrence..... Citizens of Groton	Groton, Mass
St. Mark's School.....	Southborough, Mass.	.....	.....
St. Paul's School.....	Concord, N. H....	Various persons .....	.....
Phillips Exeter Academy	Exeter, N. H....	Anonymous .....	.....
Kimball Union Academy	Meriden, N. H....	{ Hon. D. Richards	Newport, N. H....
Colby Academy	New London, N.H.	{ Rev. E. H. Greeley	Concord, N. H....
		{ Rev. C. A. Downs	Lebanon, N. H....
Peddle Institute	Hightstown, N. J.	Hon. T. B. Peddie	Newark, N. J....
Cook Academy	Havana, N. Y....	.....	.....
Brooks School	Cleveland, Ohio...	Citizens of Cleveland .....	.....
Chambersburg Academy	Chambersburg, Pa	{ Two geological surveys..	Pennsylvania.....
University Academy	Lewisburg, Pa....	{ Hon. W. S. Stenger .....	.....
Wayland University.....	Beaver Dam, Wis.	{ Wm. E. Martin, A. M. ....	.....
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Talladega College.....	Talladega, Ala....	American Missionary Association.	New York, N. Y....
Centennial Institute	Warren, Ark....	.....	.....
Mills Seminary	Brooklyn, Cal....	{ Wm. Hyde and family ...	Ware, Mass
College of Notre Dame.....	Marysville, Cal....	{ Mrs. James Williamson..	New York, N. Y....
School of the Holy Cross.....	Santa Cruz, Cal....	Residents of Marysville and vicinity.	.....
Bulkeley School	New London, Conn	Residents of San Francisco	.....
		Asa Otis	New London, Conn.
		(Benj. Fitch.....	New York, N. Y....
		J. B. Hoyt	Stamford, Conn.
Fitch's Home School.....	Noroton, Conn....	{ Hon. W. A. Cummings (deceased).	.....
		Philander Button (deceased).	.....

Benefactions.

Object of benefaction and remarks.

Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	Object of benefaction and remarks.
5	6	7	8	9	10	11	12
\$11,170	\$10,000				\$1,170		{ \$10,000 as the foundation of an endowment fund, on condition that it be raised to \$50,000 within 5 years; the interest to be used for assisting needy pupils and to add to library and apparatus.
1,100					1,100		To assist in education of orphan children.
7,000	1,000 6,000						{ Endowment fund.
2,800	2,800						To pay deficit in running expenses for the last three years.
6,000	6,000						Present value of house and land, in which the widow of donor holds life estate, and which reverts at her death to the academy for its general support.
1,010	1,010						To meet annual deficit in expenses.
432	132	\$300					For gymnasium.
							For securing lectures.
							Additions to museum.
15,000		15,000					To replace building destroyed by fire in July, 1878.
50						\$50	For additions to the library.
125		125					{ Value of an engineer's compass donated.
13,000				\$13,000			Thirteen scholarships of \$1,000 each, the interest to be used for the aid of indigent students on condition that one is prepared for the ministry.
30,000	30,000						For the payment of indebtedness.
1,274							Purpose not specified.
27,000	27,000						Subscription of stock in school building as nucleus for an endowment.
							Twenty-five volumes for library.
50		50					Maps, repairs, and advertising.
450							Purpose not specified.
8,000	8,000						For general expenses.
3,000	3,000						In bonds for endowment; to become available when \$10,000 shall have been taken.
4,000				4,000			For scholarships.
932	932						For the support of the establishment.
200	200						For the use of orphans.
10,000							Purpose not specified.
15,000	11,000 3,000 500 500						{ For soldiers' orphans and others; also, houses, grounds, library, and art gallery, from Mr. Fitch.

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Cookman Institute	Jacksonville, Fla.	Various persons .....	.....
Santa Rosa County Graded } Free School.	Milton, Fla.	{ Residents of Santa Rosa County. Smithsonian Institution and various Depart- ments of the General Government. Freedmen's Aid Society of the M. E. Church. Prof. Thos. N. Chase .....	..... ..... ..... Atlanta, Ga.
Clark University	Atlanta, Ga.		
African Methodist Episcopal School.	Cartersville, Ga.	{ James Hardman .....	.....
Braswell Academy	High Shoals, Ga. ..	{ Levi Sims	Madison, Ga.
		{ Jos. Fannin .....	.....
		{ G. D. Perry	Boston, Mass.
Lewis High School	Macon, Ga.	{ President of Smith Or- gan Company. Cowperthwait & Co.	Philadelphia, Pa.
Nacoochee Male and Female High School.	Nacoochee, Ga.	George W. Williams	Charleston, S. C.
German Evangelical Lutheran School.	Addison, Ill.		
Jennings Seminary	Aurora, Ill.	Collections from churches.	.....
Coe Collegiate Institute	Cedar Rapids, Iowa	J. Y. Young	Vinton, Iowa
Trinity School	Davenport, Iowa. ..	Rt. Rev. Wm. Stevens Perry, D. D.	Davenport, Iowa ..
Danish High School	Elkhorn, Iowa		
Lenox Collegiate Institute	Hopkinton, Iowa ..	Various persons	Iowa.
Riverside Institute	Lyons, Iowa	R. W. and R. N. Rand	Lyons, Iowa
Mitchell Seminary	Mitchellville, Iowa	Hon. Thos. Mitchell, and others.	.....
Cedar Valley Seminary	Osage, Iowa	J. F. Dailey	Osage, Iowa
Alexander College	Burksville, Ky.	Various persons .....	.....
Hodgenville Seminary	Hodgenville, Ky.	Trustees of town .....	.....
Sayre Female Institute	Lexington, Ky.	Priscilla Cromeey (deceased)	Lexington, Ky.
Threlkeld Select School	Lexington, Ky.	Various persons .....	.....
St. Hyacinth's Academy	Monroe, La.	Young Catholic Friends' Society. Benj. Sewall	Monroe, La. Boston, Mass.
Hallowell Classical and Scien- tific Academy.	Hallowell, Me.		
Thayer Academy	Braintree, Mass. ..	{ Sylvanus Thayer	Braintree, Mass.
		{ Town of Braintree .....	.....
Deerfield Academy and Dick- inson High School.	Deerfield, Mass.	{ Mrs. Esther Dickinson .....	.....
		{ Deerfield Academy .....	.....

benefactions for 1878, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$300 3,500	\$3,500	\$300					To aid in erecting a dormitory. For the advancement and diffusion of knowledge. Books and maps.
2,000 10	2,000	10					For teachers' salaries. Towards plastering the building.
							Six acres of land for Braswell Park.
							A cabinet organ.
475 377					\$475		A number of geographies and wall maps. To pay tuition of indigent pupils.
200 1,000 400	1,000 400	200					Purpose not specified. For repairs. For general purposes. To aid the school.
1,800 1,200 200	1,200			\$200			Purpose not specified. A scholarship for a student, conditioned on his entering the ministry of the P. E. Church.
5,000	5,000						For the payment of indebtedness.
100 6,000				100		6,000	For prize exhibition in elocution. In notes and bonds for free tuition for young ladies.
200 10,000 60 60		200		60			For repairs. Bequest, not yet received. For prizes.
2,500	2,500				60		Education of indigent children.
							Payment of indebtedness.
} 417,000	{ 397,000 20,000 }						{ For the establishment of a first class school which shall give free tuition to students as a reward of merit. Of General Thayer's bequest, \$15,000 were in real estate, and the whole bequest was made prior to 1878, but the institution was first opened for instruction in the scholastic year 1877-'78.
} 88,000	{ 70,000 18,000 }						{ For the endowment of a school of high grade free to the town of Deerfield, and also for the support of a free reading room and library, on condition that the funds shall be forever free from taxation. These gifts were made prior to the year 1878, but the school was organized during this year.

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Dean Academy	Franklin, Mass. . .	Dr. Oliver Dean (deceased) .....	.....
Waltham New Church School .	Waltham, Mass. . .	Rev. T. B. Hayward	Sterling, Mass.
Wesleyan Academy.....	Wilbraham, Mass. .	Amos B. Merrill (deceased)	Boston, Mass.
Shattuck School	Faribault, Minn. . .	F. A. Thropold	Faribault, Minn.
Gustavus Adolphus College....	St. Peter, Minn. . .	Churches of Swedish Evangelical Lutheran Conference of Minnesota.	.....
Wesleyan Methodist Seminary.	Wasioja, Minn. . .	{ Rev. H. Gregory	Canandaigua, N. Y. . .
		{ Rev. A. T. Wolff	Dixonville, Pa.
		{ Mr. A. Burlinghame	Mexico, N. Y.
		{ Mr. Charles Darling	Wasioja, Minn.
		{ Various persons .....	.....
Bellevue Collegiate Institute...	Caledonia, Mo.	Citizens of Missouri .....	.....
Morrisville Collegiate Institute	Morrisville, Mo. . .	.....	.....
Stewartsville Seminary	Stewartsville, Mo. .	Anonymous .....	.....
Deering High School	Deering, N. H.	Desire Tubbs (deceased) .....	.....
Brackett Academy	Greenland, N. H. . .	{ Mrs. A. E. Newhall	Greenland, N. H.
Kingston School	Kingston, N. H. . .	{ Various persons	Greenland, N. H.
Pembroke Academy	Pembroke, N. H. . .	{ Citizens of Kingston .....	.....
		{ Betsey Whitehouse	Pembroke, N. H.
South Jersey Institute	Bridgeton, N. J. . .	Various persons .....	.....
St. Stephen's School	Millburn, N. J. . .	{ E. S. Renwick	Millburn, N. J.
Amsterdam Academy	Amsterdam, N. Y. .	{ J. D. Condit	Millburn, N. J.
Cayuga Lake Academy	Aurora, N. Y.	{ Subscriptions from citizens	Amsterdam, N. Y. . .
Adelphi Academy	Brooklyn, N. Y. . .	{ E. B. Morgan	Aurora, N. Y.
		{ Charles Pratt and others .....	.....
Canisteo Academy	Canisteo, N. Y.	Mr. M. Allison	Canisteo, N. Y.
Munro Collegiate Institute	Elbridge, N. Y.	Thomas W. Hill	Elbridge, N. Y.
St. Mary's School	Garden City, N. Y. .	Mrs. A. T. Stewart	New York, N. Y.
Hudson Academy	Hudson, N. Y.	{ State of New York .....	.....
Le Roy Academic Institute....	Le Roy, N. Y.	{ Residents of Hudson .....	.....
Rochester Realschule.....	Rochester, N. Y. . .	Rochester Realschulverein.	Rochester, N. Y.
Oakwood Seminary	Union Springs, N. Y. . .	Anonymous .....	.....
New Garden Boarding School..	New Garden, N. C. .	.....	.....
The Grange High School	Woodland, N. C. . .	{ Paul Harrell .....	.....
Albany Enterprise Academy ..	Albany, Ohio	{ The Woodland Grange .....	.....
Friends' Boarding School	Barnesville, Ohio..	{ Nathan Hall (deceased)	Harrisville, Ohio
		{ Joseph Scattergood (deceased)	Philadelphia, Pa.
		{ Two friends	Ohio
Poland Union Seminary	Poland, Ohio .....	.....	.....
Dague's Collegiate Institute...	Wadsworth, Ohio. .	M. D. Dague	Western Star, Ohio .
Western Reserve Seminary....	West Farmington, Ohio.	R. Lee	Farmington, Ohio . .

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11.	12
\$38,000	\$38,000						For the benefit of the academy; \$10,000 is a bequest and \$28,000 residuary from the estate.
5,000					\$5,000		Income only applicable to the education of indigent children.
9,250						\$3,000	\$6,250 was a legacy, the purpose of which is not specified, and \$3,000 is the value of cases and 1,200 volumes for the library.
750				\$750			For a scholarship.
4,000	4,000						Maintenance of institution and payment of indebtedness.
700	300 100 100 25 175						For endowment and current expenses, on condition that principal of endowment be inviolate.
8,700	\$8,700						To pay debt for erection of buildings, on condition that the property be free from all incumbrance, which condition was met.
600							Purpose not specified.
75	75						For a permanent endowment fund.
1,000	1,000						The interest to be used annually or triennially for maintenance of school.
100		100					In books, fuel, chemical apparatus, geological and natural history cabinets.
150	150						For current expenses.
2,000	2,000						For general purposes; interest only to be used.
1,200	(1,200)						200 volumes for library.
300		300					Mr. Renwick's gift for salaries, the other for buildings and grounds.
500	500						Repairs and increase of library.
20,000	20,000						For salary of principal.
2,000							Subscribed toward payment of mortgage.
500	500						Purpose not specified.
1,250							To increase permanent fund.
500	250 250						Purpose not specified.
500	500						For physical and chemical apparatus.
200						200	800 volumes for library.
500							To pay interest, on condition that the non-sectarian character of the school be maintained.
150						150	For books and apparatus.
2,700	1,200 1,000 500				1,000 1,000 700		Purpose not specified.
1,200	1,200						Compass, magic lantern, and surveyor's instruments.
20,000	20,000						In money, books, and paper.
100							For the education of children of Friends in limited circumstances.
							To support teachers.
							Value of fine school property at Wadsworth, given for the establishment of the institute.
							Purpose not specified.

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Beaver College and Musical Institute.	Beaver, Pa.	{ Hon. Daniel Agnew Hon. Henry Hice John F. Drau Other persons Samuel Martin.	Beaver, Pa. Kennett Square, Pa.
Martin Academy	Kennett Square, Pa.		
Western Pennsylvania Classical and Scientific Institute.	Mt. Pleasant, Pa.		{ Mt. Pleasant, Pa. Pittsburgh, Pa. Lewisburg, Pa. Philadelphia, Pa. New York, N. Y.
Avery Normal Institute	Charleston, S. C.	American Missionary Association.	New York, N. Y.
Friendsville Institute	Friendsville, Tenn.	Quaker ladies	Philadelphia, Pa.
Ooltewah Academy	Ooltewah, Tenn.		
Obion College	Troy, Tenn.	Mr. J. S. Moffatt	Troy, Tenn.
Wiley University	Marshall, Tex.	Freedmen's Aid Society of M. E. Church and various persons.	Cincinnati, Ohio
Coronal Institute	San Marcos, Tex.	Citizens of San Marcos	
Derby Academy	Derby, Vt.		
Lyndon Literary Institution ..	Lyndon Centre, Vt.		
Beeman Academy	New Haven, Vt.	E. R. Jewett	Buffalo, N. Y.
Vermont Academy	Saxton's River, Vt.	Various persons	
Green Mountain Perkins Academy.	South Woodstock, Vt.	Subscriptions	
		{ Maj. George Duffey	Alexandria, Va.
St. John's Academy	Alexandria, Va.	S. C. Neale	Alexandria, Va.
		Norval E. Foard	Baltimore, Md.
Gordonsville Female Institute.	Gordonsville, Va.		
Albion Academy	Albion, Wis.	Various persons	
Elroy Seminary	Elroy, Wis.	Various persons	
German and English Academy.	Milwaukee, Wis.	Various persons	Milwaukee, Wis.
St. Mary's Institute	Prairie du Chien, Wis.	{ Hon. J. Lawler	Prairie du Chien, Wis.
St. Catharine's Female Academy.	Racine, Wis.	{ Hon. P. Doyle Society of Foreign Missions.	Prairie du Chien, Wis. Munich, Bavaria
School of the Good Shepherd ..	Ogden, Utah	Various persons	
St. Mark's Grammar School	Salt Lake City, Utah.	Subscriptions from churches, Sunday schools, and individuals.	
Salt Lake Collegiate Institute ..	Salt Lake City, Utah.	Board of Home Missions, Sunday schools, and missionary societies.	
St. Paul's School	Walla Walla, Wash. Ter.		
INSTITUTIONS FOR THE DEAF AND DUMB.			
Kentucky Institution for the Deaf and Dumb.	Danville, Ky.		
Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	{ Mrs. W. D. Washburn Horace Thompson	Minneapolis, Minn. St. Paul, Minn.

benefactions for 1878, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
\$1,200	{	\$500					{ To pay indebtedness incurred in extension of buildings.
		100					
600		100					Purchase of apparatus.
		500					
		600					
3,000	\$3,000						{ For the cancelling of indebtedness, on condition that the whole debt be paid.
2,401	2,401						For current expenses.
2,000		2,000					Cash, \$900, and remainder in real estate, to provide a home for students at cheap rates.
234							Purpose not specified.
1,500		1,500					Payment of indebtedness on building.
5,525	(3,525)						\$4,610 by aid society and the remainder from various sources, for building purposes, pay of teachers, and repairs.
1,000		1,000					For building purposes.
100							Purpose not specified.
100							Purpose not specified.
400	400						To increase permanent fund, on condition that interest only be used to defray expenses of institution.
8,000							Purpose not specified.
450		450					For philosophical and chemical apparatus.
{	{			\$10			Value of medal for the best drilled cadet.
				25			Value of prize offered for excellence in examination.
				3			Value of a share of stock in library, awarded for excellence in middle examination.
							The grounds were given on condition that a school for females be successfully sustained for five years.
3,300	3,300						To liquidate debt.
1,000	1,000						To liquidate debt.
6,150	6,150						\$1,500 raised by subscriptions and \$4,650 proceeds from a bazaar, the whole to be used for raising a mortgage.
{	{	5,000					{ For the erection of St. Mary's Hall.
		5,000					
280							Purpose not specified.
1,200				1,200			To support scholars.
6,230				6,230			For annual scholarships (\$40 each).
1,500				1,500			In scholarships (\$30 each) to educate poor children.
170				170			For a scholarship.
500						\$500	To be added to \$500 previously given for the establishment of a library.
{	{	100					For a stereopticon.
		40					For Christmas amusement and instruction.

TABLE XXII.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR THE DEAF AND DUMB—Continued.			
New York Institution for the Instruction of the Deaf and Dumb.	New York, N. Y.	{ E. Holbrook (deceased) .. Maria Hobby (deceased) ..	.....
Ohio Institution for the Education of the Deaf and Dumb.	Columbus, Ohio...	Matthew Russell	Jefferson County, Ohio.
Pennsylvania Institution for the Deaf and Dumb.	Philadelphia, Pa..	{ Elizabeth H. Farnum Susan F. Wheeler .....	.....
Wisconsin Phonological Institute for Deaf-Mutes.	Milwaukee, Wis..	{ Mary F. Brown .....	.....
		Members of the association.	.....

TABLE XXIII.—*Publications, educational, historical, &c., for 1878; compiled, from publishers' announcements, by the United States Bureau of Education.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
ARCHAEOLOGY, FINE ARTS, AND MUSIC.					
Woodland Echoes; collection of vocal music for schools. By S. W. Stranb...	Jansen, McClurg & Co.	Chicago, Ill.	8vo	160	\$0 50
New Method for Thorough Bass. By A. N. Johnson	Oliver Ditson & Co	Boston, Mass.	8vo	129	1 00
Guide to Painting on Porcelain and Earthenware. By Madame Brasier de la Vauguion. Published by Mlle. Tautou.	Farwell & Co	do	16mo.	31	.....
Painters, Sculptors, Architects, Engravers, and their Works. By Clara E. Clement. With illustrations and monograms. Fifth edition, revised and enlarged.	Houghton, Osgood & Co	do	Cr. 8vo	.....	3 25
Primer of Design. By Charles A. Barry	Lee & Shepard.	do	Sq. 18mo	118	75
Pen and Pencil Pictures. By Tracy Towne	D. Lothrop & Co.	do	4to.	.....	1 00
The Decorative Arts. By William Morris	Roberts Brothers	do	16mo.	50	30
Designs and Instructions for Decorative Pottery.	S. W. Tilton & Co	do	16mo.	.....	50
Flaxmann's Outline Designs for Art Studies and Decorative Purposes. First series, 20 designs.	do	do	Folio	.....	1 00
A Collection of Scrolls and Ornaments. By A. P. Royce. 20 plates	A. Williams & Co.	do	Obl. 8vo.	.....	Paper, 1 00
Industrial Drawing Books. (8 Nos.) By Mark M. Maycock, B. P.:	Martin Taylor	Buffalo, N. Y.	Obl. 8vo.	.....	Paper, 25
No. 3.—Elements of Decorative Design.	do	do	Obl. 8vo.	.....	Paper, 25
No. 5.—Ornamental Treatment of Plant Forms	do	do	Obl. 8vo	.....	Paper, 25
No. 7.—Principles of Designing	D. Appleton & Co	New York, N. Y.	4to.	.....	7 00
American Painters, 83 engravings	do	do	18mo.	126	45
Primer of Pianoforte Playing. (Science Primer, No. 10.) By Franklin Taylor.	do	do	12mo.	207	1 50
Studio, Field, and Gallery. By Horace J. Rollin	Cassell, Petter & Galpin	do	12mo.	.....	2 50
The Magazine of Art. 200 illustrations	Harper & Bros.	do	8vo	4, 499	5 00
The Ceramic Art. By Jennie J. Young. 464 illustrations	do	do	32mo.	79	Paper, 20
Hand-Book of Pottery Painting. By John C. L. Sparkes	Henry Holt & Co	do	16mo.	161	60
The Studio Arts. By Edw. Winthrop Johnson	Macmillan & Co	do	Imp. 8vo	436	9 00
Anatomy for Artists. By J. Marshall. With 200 illustrations, by J. S. Coulbert.	do	do	4to.	128	1 25
Dictionary of Music and Musicians. (A. D. 1450-1878.) In 12 Parts. Part 1. Edited by George Grove, D. C. L.	G. P. Putnam's Sons.	do	16mo.	.....	1 00
A Hand-Book of Ceramic Art. By M. S. Lockwood.	do	do	12mo.	.....	1 25
Pottery; how it is Made, its Shape and Decoration. By George W. Nichols. With 42 illustrations.	do	do	16mo.	.....	50
Putnam's Art Hand-Books. Edited by Susan M. Carter:	do	do	16mo.	74	50
I. Sketching from Nature. By Thomas Rowbotham. 27 illustrations.	do	do	16mo.	.....	50
II. Landscape Painting in Oil Colors. By W. Williams. Illustrated.	do	do	16mo.	46	50
III. Flower Painting. By Mrs. Wm. Duffield. 12 illustrations.	do	do	16mo.	.....	50
The Voice as an Instrument. By A. A. Patton	E. Schuberth & Co.	do	16mo.	60	50

Art and Art Industries in Japan. By Sir Rutherford Alcock. Illustrated. Hand-book of Archeology. By Hodder M. Westropp. Second edition, revised. Illustrated.	Scribner & Welford.	Cr. 8vo. 12mo.	6 00 3 00
History of Sculpture. By Dr. Wilhelm Lübke. Translated by F. E. Bunnett. New edition. 377 illustrations. 2 vols.	do.	4to.	18 00
History of Music. By H. G. B. Hunt.	do.	16mo.	1 00
History of the Ceramic Art in Great Britain. By L. Jewitt. 2 vols. Illustrated.	Charles Scribner's Sons. Scribner, Welford & Armstrong.	8vo.	18 00
Practical Treatise on China Painting in America. By Camille Piton. With folio album of plates.	do.	16mo.	69
Essay on Decorative Art. By George B. Warren, Jr.	Wm. H. Young.	8vo.	11
Alcote. By Glick. With English and German Text. Translated and arranged under the direction of Theodore Thomas.	John Church & Co. Cincinnati, Ohio.	8vo.	144
BIBLIOGRAPHY AND LITERATURE.			
Oratory and Orators. By Prof. Wm. Mathews, LL. D.	S. C. Griggs & Co.	12mo.	450
The Waverley Dictionary. By May Rogers.	do.	12mo.	357
Lycidas. By J. Milton. Edited, with notes, by H. B. Sprague.	Ginn & Heath.	12mo.	48
Six Selections from The Sketch Book. Washington Irving. Edited by H. B. Sprague and M. E. Seates.	do.	12mo.	13+118
The History of Indian Literature. By Albrecht Weber. Translated from the second German edition by John Mann, M. A., and Theodor Zachariae.	Houghton, Osgood & Co.	Cr. 8vo.	5-23+360
A Primer of American Literature. By Charles F. Richardson.	do.	18mo.	117
Religion in China. By Joseph Edkins, D. D. (English and Foreign Philosophical Library. Vol. 10.)	do.	Cr. 8vo.	xvi, 260
Wordsworth. A biographic and æsthetic study. By George H. Calvert.	Lee & Shepard.	16mo.	33
Clarke's Shakespeare Concordance	Little, Brown & Co.	7 50	1 50
Story of English Literature for Young Readers. By Lucy Cecil White. Illustrated. (Chaucer to Cowper.)	D. Lothrop & Co.	12mo.	1 25
Outlines from the Study of English Classics. By Alb. Blaisdell.	New England Publishing Co.	12mo.	200
English Literature. (696-1852.) By T. Arnold. Reprinted from the Encyclopædia Britannica.	D. Appleton & Co.	18mo.	185
Literature Primers:			
Greek Literature. By R. C. Jebb, M. A.	do.	18mo.	165
Homæ. By Rt. Hon. Wm. E. Gladstone.	do.	18mo.	45
Shakespeare. By Edward Dowden, LL. D.	do.	18mo.	45
Macaulay's Miscellaneous Essays and Poems. New edition.	do.	18mo.	167
Dictionary of English Literature. By W. Davenport Adams.	do.	12mo.	4 00
The Library of English Literature. Vol. III. English Plays. By Prof. Henry Morley. With engravings.	Cassell, Petter & Galpin.	Sm. 4to.	iv, 708
New Greece. By Lewis Sagrant.	do.	8vo.	5 00
Pitcair's Lives. New edition. 3 vols.	Thomas Y. Crowell.	12mo.	3 50
The Works of William Shakespeare. With Glossary, an Index to Familiar Passages, and an Index to Characters. American edition.	do.	16mo.	1, 104
History of Art. By Dr. Wilhelm Lübke. Edited, with notes, by Clarence Cook. 600 illustrations. Third edition. 2 vols.	Dodd, Mead & Co.	8vo.	14 00
Ancient Literature. By John D. Quackenbos, A. M., M. D.	do.	12mo.	1 50
The Elements of Rhetoric. By James de Mill, M. A.	do.	12mo.	432
English Literature Primers: The Romance Period. The Classical Period. By Eugene Lawrence. 2 vols.	do.	32mo.	564
Primer of German Literature. By Helen S. Conant.	do.	32mo.	Each,
			25
			Paper,
			25

TABLE XXIII.—*Publications, educational, historical, &c., for 1878, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
BIBLIOGRAPHY AND LITERATURE.—Continued.					
The Principles of Rhetoric. By Adam S. Hill.	Harper & Bros.	New York, N. Y.	12mo.	296	\$1 17
Shakespeare's History of King Henry the Fifth. Edited, with notes, by Wm. J. Rolfe, A.M. Illustrated.	do	do	Sq. 16mo.	191	70
Stories from Homer. By Rev. Alfred J. Church, M. A. Illustrated.	do	do	16mo.	5-255	1 25
Stories from Virgil. By Rev. Alfred J. Church, M. A.	do	do	32mo.	400	Paper, 1 50
Abriss der Geschichte der deutschen Literatur. By L. R. Klemm. (No. 8, Les- und Sprach-Bücher.)	Henry Holt & Co.	do	12mo.		
A Century of American Literature, 1776-1876. By Henry A. Beers.	do	do	16mo.	28+407	1 00
Biographical Sketches, 1832-1875. By Harriet Martineau. New edition.	Macmillan & Co.	do	12mo.		2 25
History of American Literature. By Moses Coit Tyler. 2 vols.	G. P. Putnam's Sons	do	Sq. 8vo.	{ 20+292 11+330 }	{ 5 00 5 00 }
History of Latin Literature. By Leonhard Schmitz, LL.D.	do	do	16mo.	262	1 00
Bibliotheca Americana. By Joseph Sabin. Parts 55 and 56. (Lacroix-Leland.)	J. Sabin & Sons	do	8vo.	192	5 00
Bibliotheca Americana. By Joseph Sabin. Parts 57 and 58. (Leland-Lit-earry.)	do	do	8vo.	192	5 00
Bibliotheca Americana. By Joseph Sabin. Parts 59 and 60. (Literary-McClary.)	do	do	8vo.	181	5 00
History of English Literature. By H. A. Taine. Translated by H. Van Laun. New edition. In 2 vols.	Scribner & Welford.	do	8vo.		6 00
Works of John Morley. New library edition: Rousseau. Complete in 1 vol.	do	do	12mo.		2 50
Voltaire. Complete in 1 vol.	do	do	12mo.		1 75
Diderot and the Encyclopedists. Complete in 1 vol.	do	do	12mo.		2 50
Critical Miscellanies. First series. Complete in 1 vol.	do	do	12mo.		1 75
History of Roman Literature. By Charles T. Crutwell.	Charles Scribner's Sons.	do	12mo.	104-503	2 50
Literary Essays. By Dr. W. G. T. Shedd.	do	do	8vo.	104-[1]+365	2 50
Short Studies on Great Subjects. By J. A. Froude. Third series.	do	do	12mo.	408	1 50
Socrates. A translation of the Apology, Crito, and parts of the Phædo of Plato. Introduction by Prof. W. W. Goodwin.	do	do	12mo.	29+159	1 50
How to read and hints in choosing the best books. By Amelio V. Pettit.	S. R. Wells & Co.	do	12mo.	13+217	1 00
Bibliography of Ruskin, 1878.	John Wiley & Sons	do	8vo.	41	75
Bibliotheca Americana. By R. Shepherd.	Robert Clarke & Co.	Cincinnati, Ohio	12mo.	326	Paper, 50
General Catalogue of Choice Books for the Library.	do	do	12mo.	238	Paper, 25
Ancient Classics for English Readers. Edited by Rev. W. L. Collins: Thucydides. By Rev. W. L. Collins, M. A.	J. B. Lippincott & Co.	Philadelphia, Pa.	12mo.		1 00
Lucretius. By W. H. Mallock.	do	do	12mo.		1 00

Foreign Classics for English Readers. Edited by Mrs. Oliphant:

Goethe. By A. Hayward.....
 Pascal. By Rev. Principal Tulloch.....
 Petrarch. By Henry Irvine, C. D.....
 A study of Milton's Paradise Lost. By John A. Holmes.....

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The American Annual Cyclopaedia. Vol. XVII.....
 A General and Analytical Index to the American Cyclopaedia. By Rev. T. J. Conant, D. D., and Blandina Conant.....
 Encyclopædia Britannica. Ninth edition. Vols. I-VIII.....
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 Chambers's Encyclopædia. Edinburgh edition. New and revised, 1878. 10 vols.....

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do	do	16mo.	1 00
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do	do	16mo.	343
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do	do	12mo.	52
do	do	12mo.	70
do	do	12mo.	1 25
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do	do	18mo.	127
do	do	18mo.	113

TABLE XXIII.—*Publications, educational, historical, &c., for 1878, &c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
EDUCATION—Continued.					
Complete Speller, Oral and Written. By J. Madison Watson.....	A. S. Barnes & Co.....	New York, N. Y.....	16mo.....	162	\$0 25
Sections for the Practice of Students in the Reporting Style of Burnz' Phonetic Short-Hand. By Eliza B. Burnz.....	Burnz & Co.....	do.....	12mo.....	34	50
Cartoon's Popular Reading. Edited by Mrs. Anna Randall Diehl.....	G. W. Carleton & Co.....	do.....	12mo.....	8 + 436	1 50
The Primary Normal Speller. By A. G. Beecher.....	Clark & Maynard.....	do.....	12mo.....	124	25
Errors in Speaking and Writing Corrected. New edition.....	Clinton T. De Witt.....	do.....	16mo.....	63	Paper, 10
Dick's Recitations and Readings. No. 7.....	Dick & Fitzgerald.....	do.....	16mo.....	180	50
The Hamilton Speaker. By Oliver E. Branch.....	do.....	do.....	12mo.....	257	1 00
Method of Essential Penmanship. By H. W. Ellsworth.....	H. W. Ellsworth.....	do.....	12mo.....	110	1 00
The School and the Family: the Ethics of School Relations. By John Kennedy.....	Harper & Bros.....	do.....	16mo.....	205	1 00
Dictation Lessons in Drawing for Primary Grades. By Miss S. F. Buckelew.....	Iverson, Blakeman, Taylor & Co.....	do.....	12mo.....	92	30
A Hand-Book of Phonetics. By Henry Sweet.....	Macmillan & Co.....	do.....	16mo.....	125	1 25
Readings and Recitations. No. 2. Edited by Miss L. Pemey.....	National Temperance Society.....	do.....	12mo.....	96	60
Cooking School Text Book. By Miss Juliet Corson.....	Orange Judd Co.....	do.....	12mo.....	125	1 25
Graded Blank for Written Spelling. Elementary. By J. J. Dinsmore.....	Potter, Almsworth & Co.....	do.....	Nor. 12mo.....	05	Paper, 05
Graded Grammar Blanks. By F. B. Greene. In 4 Nos. No. 1. Orthography and Etymology. No. 2. Syntax.....	do.....	do.....	Each, sq. 8vo.....	10	Each, 10
American Colleges: their Students and Work. By C. F. Thwing.....	G. P. Putnam's Sons.....	do.....	16mo.....	159	1 00
Academy Notes, 1878. Edited by H. Blackburn. With 159 Illustrations.....	Scribner & Wellford.....	do.....	8vo.....	40	Paper, 1 50
American Colleges and the American Public. By President Noah Porter.....	Charles Scribner's Sons.....	do.....	12mo.....	.....	.....
New edition.....	do.....	do.....	do.....	.....	.....
After Kindergarten—What? By E. P. Peabody and Mary Mann. In 3 parts.....	E. Steiger.....	do.....	12mo.....	110	45
The Kindergarten Guide. By Maria Kraus-Belte and John Kraus. Illustrated. No. 4. The Eighth, Ninth, and Tenth Gifts.....	do.....	do.....	8vo.....	134	1 00
Lesefibel, oder: Erster Unterricht im Lesen. By Hermann Reffelt. Neue verbesserte Ausgabe.....	do.....	do.....	12mo.....	.....	20
On The Study of Words. By R. C. Trench, D. D., with additions by Thos. D. Suplès.....	W. J. Widdleton.....	do.....	12mo.....	400	1 50
The School-Room Chorus. 200 Songs for Public and Private Schools. E. V. De Graff, A. M.....	Davis, Bardeen & Co.....	Syracuse, N. Y.....	Sq. 16mo.....	147	35
The School-Room Guide. By E. V. De Graff, A. M. Second edition, revised and corrected.....	do.....	do.....	16mo.....	410	1 50
Some Facts about Our Public School System. By C. W. Bardeen.....	do.....	do.....	12mo.....	29	25
National Education: Italy, France, Germany, England and Wales, popularly considered. By C. W. Bennett.....	T. W. Dunston.....	do.....	8vo.....	28	Paper, 20
Eclectic Composition Book. No. 1.....	do.....	do.....	do.....	.....	.....
Reading Selections. With an Introduction Illustrating the Principles of Rhetorical Reading. By Mrs. D. M. Warren.....	Van Antwerp, Baggs & Co.....	Cincinnati, Ohio.....	Sq. 12 mo.....	480	15
	W. S. Fortescue & Co.....	Philadelphia, Pa.....	12mo.....	.....	1 50

One Hundred Choice Selections in Poetry and Prose. Edited by P. Garrett. No. 15.	P. Garrett & Co.	do	16mo	75
Normal Readers. By Albert N. Raub:				
Normal First Reader	Porter & Coates	do	16mo	22
Normal Second Reader	do	do	16mo	38
Normal Third Reader	do	do	16mo	52
Normal Fourth Reader	do	do	12mo	70
Normal Fifth Reader	do	do	12mo	96
Kantner's Illustrated Book of Objects. 2,036 illustrations	W. C. Kantner	Reading, Pa.	4to	2 50
The Elements of English Analysis. Illustrated by a New System of Diagrams. By Ste. H. Carpenter.	W. J. Park & Co.	Madison, Wis.	16mo	25
A System of Punctuation for the Use of Schools. By C. W. Butterfield.	do	do	12mo	40
ENCYCLOPÆDIAS.				
(See Dictionaries.)				
FINE ARTS.				
(See Archaeology, Fine Arts, and Music.)				
GENERAL SCIENCE.				
Symmes's Theory of Concentric Spheres.	Bradley & Gilbert	Louisville, Ky.	8vo	50
Chemical Experimentation. A Hand-Book of Lecture Experiments in Inorganic Chemistry. By Samuel P. Sadtler.	J. P. Morton & Co.	do	8vo	2 50
How to Find the Stars. By James Freeman Clarke.	Lockwood, Brooks & Co.	Boston, Mass.	Sq. 10mo	54
Elements of Geology. By Joseph Le Conte. 900 illustrations.	D. Appleton & Co.	New York, N. Y.	12mo	588
Physiography. An Introduction to the Study of Nature. By T. H. Huxley, F. R. S. Illustrated.	do	do	12mo	2 50
Popular Science Monthly. Bound volumes XII and XIII.	do	do	do	Each, 3 50
Supplement to Popular Science Monthly. Vols. II and III	do	do	do	vol. II, 2 25
Sound. A Series of Experiments in the Phenomena of Sound. By Alfred Marshall Mayer. Vol. II of "Experimental Science Series." Illustrated.	do	do	12mo	vol. III, 2 75
Studies in Spectrum Analysis. By J. Norman Lockyer, F. R. S. Illustrated.	do	do	12mo	1 00
A Treatise on Chemistry. By H. E. Roscoe, F. R. S., and C. Schönlemmer, F. R. S. Illustrated. Vol. I. The Non-Metallic Elements.	do	do	12mo	2 50
The Principles of Light and Color. By Edw. D. Babbitt. Illustrated.	Babbitt & Co.	do	8vo	5 00
Annual Record of Science and Industry for 1877. Edited by Prof. Spencer F. Baird.	Harper & Bros.	do	8vo	4 00
Popular Astronomy. By Simon Newcomb, LL. D. Engravings and maps.	do	do	12mo	2 00
Astronomy. By R. S. Ball. Revised by Simon Newcomb, LL. D. Illustrated.	do	do	8vo	4 00
The Microscope. By Andrew Ross. Illustrated.	Henry Holt & Co.	do	16mo	16+566
Science Lectures from South Kensington. By Capt. Abney, Prof. Stokes, J. T. Bottomley, and others. In 2 volumes. Vol. 1.	Industrial Publishing Co.	do	12mo	13+154
Star Gazing: Past and Present. An Introduction to Instrumental Astronomy. By J. N. Lockyer, F. R. S. Illustrated.	Macmillan & Co.	do	12mo	48
The Heavens. By Amédée Guillemin. Edited by J. Norman Lockyer, F. R. S. Revised by Richard A. Proctor, F. R. A. S. Illustrated.	do	do	Roy. 8vo	290
	Scribner & Welford.	do	8vo	7 50
		do		4 50

TABLE XXIII.—*Publications, educational, historical, &c., for 1878, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
GENERAL SCIENCE.—Continued.					
Van Nostrand's Science Series. Nos. 34, 35, 36, 37, 38, 39: Foundations. By Jules Gaudard. Translated from the French by L. F. V. Harcourt.	D. Van Nostrand.....	New York, N. Y.	16mo.....	.....	\$0 50
The Aneroid barometer; its Construction and Use. By G. W. Plympton. Illustrated.	.....do.....	.....do.....	18mo.....	.....	50
Matter and Motion. By J. Clerk Maxwell. Illustrated.	.....do.....	.....do.....	18mo.....	216	50
Geographical Surveying. By Frank Carpenter.	.....do.....	.....do.....	16mo.....	176	50
Maximum Stresses in Framed Bridges. By Wm. Cain, A. M., C. E.	.....do.....	.....do.....	24mo.....	192	50
A Hand-Book of the Electro-Magnetic Telegraph. By A. E. Loring. Illustrated.	.....do.....	.....do.....	24mo.....	98	50
Manual of Introductory Chemical Practice. By Geo. C. Caldwell and Abram A. Brechenman. Second edition, revised and corrected.	.....do.....	.....do.....	8vo.....	188	1 50
A Hand-Book of Volumetric Analysis. By E. Hart, s. n.	John Wiley & Sons.....	.....do.....	12mo.....	326	2 50
Industrial Chemistry. By B. H. Paul. Based on a translation of Payen's <i>Précis de chimie industrielle</i> . Illustrated.	.....do.....	.....do.....	8vo.....	1,000	10 00
The Founding of Metals. By Edw. Kirk. Third edition. Illustrated.	D. Williams.....	.....do.....	8vo.....	6 + 272	2 50
An Elementary Geology. By E. B. Andrews. 432 illustrations.	Van Antwerp, Bragg & Co.	Cincinnati, Ohio.....	12mo.....	283	1 00
The Elements of Chemistry. By Sidney A. Norton.	.....do.....	.....do.....	16mo.....	300	1 10
Notes for Students in Chemistry. Being a Syllabus of Chemistry. Sixth edition. By Albert J. Bernays.	Lindsay & Blackiston.....	Philadelphia, Pa.	12mo.....	181	1 25
Contemporary Science Series: Vol. 2. Biology. By Dr. Charles Letourneau. Illustrated.	J. B. Lippincott & Co.....	.....do.....	Cr. 8vo.....	.....	1 75
Vol. 3. Anthropology. By Dr. Paul Topinard. Illustrated.	.....do.....	.....do.....	Cr. 8vo.....	.....	2 00
GEOGRAPHY.					
Parallel and Meridian System of Map Drawing. By W. V. Marshall.	A. S. Barnes & Co.....	New York, N. Y.	4to.....	32	Paper, 20
A Class Book of Geography. By C. B. Clark.	Macmillan & Co.....	.....do.....	18mo.....	280	1 25
Stanford's Compendium of Geography and Travel. Vol. I. Africa. Edited and extended by Keith Johnston. Maps and illustrations.	Scribner & Welford.....	.....do.....	Cr. 8vo.....	.....	10 50
Vol. II. Central America. Edited and extended by H. W. Bates. Maps and illustrations.	.....do.....	.....do.....	Cr. 8vo.....	.....	10 50
An Illustrated Manual for the Use of Terrestrial and Celestial Globes. Revised edition. By Joseph Scheller.	E. Steiger.....	.....do.....	12mo.....	44	50
A Short History of France for Young People. By Miss E. S. Kirkland.	Jansen, McClurg & Co.....	Chicago, Ill.	12mo.....	398	1 50
HISTORY.					

The History of Maryland. By Wm. Hand Browne and J. Thos. Scharf. Illustrated with maps and portraits.	Baltimore, Md	12mo	1 20
Selections from Greek Historians. Based upon Felton's Selections. With notes by O. M. Fernald. With 3 maps.	Kelly, Piet & Co	12mo	1 75
Historical Student's Manual. By Alfred Waites.	John Allyn	8vo	75
Young Folks' History of England. By Charlotte M. Yonge. Illustrated.	Lee & Shepard	12mo	1 50
Young Folks' History of Germany. By Charlotte M. Yonge. Maps and illustrations.	D. Lothrop & Co	12mo	1 50
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A Short History of the French People. By Paul Leconte. Translated from the French.	H. A. Young & Co	12mo	1 25
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A Child's History of England. By Charles Dickens. New Household edition. With illustrations.	D. Appleton & Co	8q, 8vo	Paper, 75
The French Revolutionary Epoch. By Henri Van Lann. 2 volumes	do	12mo	3 50
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Rollins's Ancient History. New edition. 4 vols.	do	12mo	6 00
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A Condensed History of the United States. By W. Swinton. Revised edition.	do	do	4 + 388
Analysis of English History. By C. W. A. Tait. Based on Green's Short History of the English People.	Ivison, Blakeman, Taylor & Co	12mo	90
The Constitutional History of England in its Origin and Development. By Wm. Stubbs, M. A. Vol. 3.	Macmillan & Co	16mo	1 25
History of European Colonies. By E. J. Payne, M. A. With maps	do	12mo	3 50
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Stories from the History of Rome. By Mrs. Leeseley.	do	8vo	30 00
	do	16mo	1 00

TABLE XXIII.—*Publications, educational, historical, &c., for 1878, &c.—Continued.*

Name of book and of author.	1	2	3	Place of publication.	Size of book.	Number of pages.	Price.
					4	5	6
HISTORY—Continued.							
Turning Points of English Church History. By Rev. Edw. L. Cutts.		Pott, Young & Co.	New York, N. Y.	12mo.		320	\$1 25
The Dawn of History. Edited by C. F. Keary. An Introduction to Pre-Historic Study.		Scribner & Welford.	do.	Ct. 8vo.			1 25
History of England, A. D. 1800-1915. By Harriet Martineau.		do.	do.	12mo.			1 40
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A History of the Reformation in Germany. By Rev. E. Naugle. 3 vols.		do.	do.	16mo.			75
History of the Reformation in Germany and Switzerland Chiefly. By Dr. K. R. Hagenbach. Translated from the German by E. Moore. Vol. I.		do.	do.	8vo.			Each, 3 00
India and her Neighbors. By W. P. Andrews. With maps.		do.	do.	8vo.			7 50
The Beginning of the Middle Ages. By R. W. Church. With 3 maps.		Scribner, Armstrong & Co.	do.	16mo.		22 + 226	1 00
Popular History of the United States. By William Cullen Bryant and S. H. Gay. Vol. II. Illustrated.		Charles Scribner's Sons.	do.	Roy. 8vo.			6 00
Epochs of Ancient History. Edited by G. W. Cox and C. Sankey. Early Rome. By W. Luce. With map.		do.	do.	16mo.		20 + 217	1 00
Epochs of Modern History: The Normans in Europe. By A. H. Johnson. With maps.		do.	do.	16mo.		20 + 273	1 60
Democracy in Europe. A History. By Sir Thomas E. May. 2 vols.		W. J. Widdleton.	do.	8vo.		500	5 00
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History of the United States. By John Clark Ridpath, A. M. Revised edition. Illustrated.		Jones Bros. & Co.	Cincinnati, Ohio.	8vo.		496	1 75
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History of the United States. By J. A. Spencer and Benson J. Lossing. 2 vols. Illustrated.		W. T. Amies.	Philadelphia, Pa.	Roy. 8vo.			13 00
History of the United States of America. By J. W. Leeds. New and revised edition.		J. B. Lippincott & Co.	do.	12mo.			1 75
LANGUAGE.							
Dictionary for the Pocket. (French-English and English-French.) By John Bellows. New edition, revised by Alex. Bellomo.		N. P. Fletcher & Co.	Hartford, Conn.	8vo.			4 00
German without Grammar or Dictionary. By Zur Brücke. New edition, unchanged.		S. C. Griggs & Co.	Chicago, Ill.	16mo.		136	50
The First Six Books of Homer's Iliad. With notes and references to the Grammars of Goodwin and Hadley. By James Robinson Boise.		do.	do.	12mo.		9 + 125	1 50

How to Learn Russian. By Henry Riola.	Key to the Exercises of the Manual for Students of Russian. By Henry Riola.	Houghton, Osgood & Co.	Boston, Mass	Cr. 8vo.	567	3 00
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		do	do	12mo.	293	1 25
		do	do	12mo.	310	1 50

TABLE XXIII.—*Publications, educational, historical, &c., for 1873, &c.—Continued.*

Name of book and of author.	1	2	3	4	5	Price.
LANGUAGE—Continued.						
Leitfaden und Uebungsbuch beim deutschen Sprachunterrichte in Elementarschulen. By H. Schuch.		Fr. Pustet	New York and Cincinnati.	12mo.	96	\$0 25
A Grammar of the Greek Language. By Rev. Dr. Yenni		D. and J. Sadlier & Co.	New York, N. Y.	8vo	1 25	1 25
A Grammar of the Latin Language. By Rev. Dr. Yenni		do	do	8vo	1 25	1 25
Alin's Second French Reader. With foot notes and Vocabulary. By Dr. P. Alin.		E. Steiger	do	12mo.	7+182	80
Key to Alin's Second French Reader. By Dr. P. Alin		do	do	12mo.	105	40
Deutsch's Letters. Parts 1-3. By Solomon Deutsch		B. Westermann & Co	do	8vo	25	Each,
First Lessons in French. By Emma E. Bullett. Illustrated.		Van Antwerp, Bragg & Co.	Cincinnati, Ohio	12mo.	108	50
LAW.						
American Decisions. Vol. 4. Compiled by John Proffitt.		A. L. Bancroft & Co.	San Francisco, Cal.	8vo	776	5 00
Pleadings, Practice, and Forms in Actions under Code of Civil Procedure. By Morris M. Estee. Second edition. In 3 vols. Vol. I.		do	do	8vo	630	6 50
The Influence of Religion in the Development of Jurisprudence. By W. H. Platt.		Sumner, Whitney & Co	do	8vo		Paper, 75
American Criminal Reports. By John Hawley. Vol. I.		Callaghan & Co	Chicago, Ill.	8vo		7 50
A Manual of Criminal Law. By Emory Washburn. Edited, with notes, by M. D. Ewell.		do	do	12mo.	300	2 50
the Law of Damages. By Geo. W. Field. Third edition.		Mills & Co.	Des Moines, Iowa.	8vo	800	6 50
Elements of the Law of Torts for the Use of Students. By Melville M. Bigelow.		Little, Brown & Co.	Boston, Mass.	12mo.		2 50
Treatise on Constitutional Limitations. By T. M. Cooley. Fourth edition.		do	do	8vo		6 00
The Doctrines of the Law of Contracts in their Principal Outlines. By J. P. Bishop.		Soulé, Thomas & Wentworth	St. Louis, Mo.	8vo		3 50
Short Studies of Great Lawyers. By Irving Browne		Albany Law Journal	Albany, N. Y.	12mo.	386	2 00
Notes of Constitutional Decisions. By O. E. Bump. New edition.		Baker, Voorhis & Co.	New York, N. Y.	8vo		5 00
The Spirit of Laws. By Baron de Montesquieu. With d'Alembert's Analysis of the Work. Translated from the French by Thomas Nugent, LL. D. New edition, revised. 2 vols.		Scribner & Welford	do	12mo.		2 80
American Law. By Francis Hilliard. Vol. 2		Ward & Peloubet	do	8vo	447	7 50
A Digest of the Law of Trade-Marks. By Charles E. Coddington		do	do	8vo		0 00
The Law and Practice in Bankruptcy. By Alexander Blumenstiel		do	do	8vo		7 50
The Law in a Nutshell. By M. F. Dowley. Answers to 500 Legal Questions		do	do	16mo.		2 50
Juristischer Rathgeber für den Geschäftsmann in Amerika. By A. Ritter.		S. Zickel	do	8vo	726	2 50
Common School Law. By C. W. Barteen. Fourth edition, entirely rewritten.		Davis, Barteen & Co	Syracuse, N. Y.	24mo.	122	- 50
American Form Book. By J. R. Saylor		Robt. Clarke & Co	Cincinnati, Ohio	8vo	10+365	2 00

TABLE XXIII.—*Publications, educational, historical, &c., for 1878, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
MATHEMATICS—Continued.					
Practical Book-Keeping. By J. Groesbeck. School edition	Eldredge & Bro	Philadelphia, Pa	12mo.	197	\$1 00
Inductive and Practical Treatise on Book-Keeping by Single and Double Entry. By S. W. Crittenden. Revised and enlarged.	W. S. Fortescue & Co	do	8vo	192	1 25
Single Entry Book-Keeping. Explained in Five Sets of Books. By Samuel W. Crittenden. Revised and enlarged edition.	do	do	8vo	104	75
The Normal Higher Arithmetic. By Edw. Brooks. New edition	Sower, Potts & Co	do	12mo.	8+514	1 25
The Philosophy of Arithmetic, as developed from synthesis, analysis, and comparison, including a history of arithmetic. By Edw. Brooks. New edition.	do	do	8vo	10+570	2 25
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Questions and Problems in Elementary Physics. By C. L. Holze	Central Publishing Co	St. Louis, Mo	12mo.	171	75
History of the Growth of the Steam Engine. By Robert H. Thurston, A. M.	D. Appleton & Co.	New York, N. Y.	12mo.	18+490	2 50
Krist's Drawing Series. Textile Designs. By Charles Kastner. 6 parts	do	do	Obl. folio.	305	1 25
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Natural Philosophy. By Worthington Hooker, M. D. Illustrated. New edition	Harper & Bros	do	12mo	do	do
School Series of Industrial Drawing. Freeland, prepared by H. P. Smith. 6 numbers.	Ivison, Blakeman, Taylor & Co	do	Obl. 8vo.	do	do
Elements of Dynamics. By W. K. Clifford. Part 1. Kinematics	Macmillan & Co	do	12mo.	8+221	2 50
Metals and their Chief Industrial Applications. By Chas. R. A. Wright	do	do	16mo.	191	1 25
Machine Construction and Drawing. By E. Tompkins. (In Advanced Science Series.) With illustrations. 2 vols.	G. P. Putnam's Sons	do	do	do	{ Text, 1 50
Electro-Telegraphy. A Book for Beginners. By F. S. Beechey	E. & F. N. Spon	do	8vo	do	{ Plates, 2 50
An Elementary Treatise on Steam and the Use of the Indicator. By J. C. Graham. Illustrated.	do	do	8vo	140	3 50
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Practical Treatise on the Steam Engine. By Arthur Rigg. Illustrated	do	do	4to	do	17 00
Sanitary Engineering. By Balwin Latham. Second edition. With tables for the Engineer. Plates.	do	do	8vo	do	12 00
Sanitary Engineering. By J. Bailey Denton. Plates	do	do	Roy. 8vo	do	10 00
The Steam Engine Considered as a Heat Engine. By Jas. H. Cotterill.	do	do	8vo	do	6 00
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Engineers' Contractors', and Surveyors' Pocket Table Book. By J. M. Scribner. Tenth edition, revised.	do	do	16mo.	264	1 50
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A Manual of the Mechanics of Engineering and of the Construction of Machines. By Julius Weisbach, Ph. D.	John Wiley & Sons	do	8vo	8 + 559	6 00
Vol. II, section 2. Application of Mechanics to Machines; part 2, Heat, Steam, and Steam Engines. Translated by Prof. A. Jay Du Bois.	do	do	12mo.	16 + 351	2 00
The Principles of Elementary Mechanics. By De Volson Wood.	Claxton, Remson & Haffel- finger.	Philadelphia, Pa.	16mo.	123	50
The Outlines of Natural Philosophy for Young Children. By Edwin J. Houston.	J. B. Lippincott & Co.	do	Cr. 8vo		2 50
Physical Techniques. By J. Fricke. New edition. Illustrated. Translated by J. D. Easton.	do	do	12mo.		1 50
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With revisions, additions, and illustrations. Translated by Dr. J. O. Green.	do	do	8vo		2 50
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Questions on Anatomy, Histology, and Physiology for the Use of Students. By C. L. Ford. New edition.	Edwin Albert Lodge.	Detroit, Mich.	8vo	428	3 50
Diseases of the Brain and Eyes. By C. P. Hart. With tables and illustrations	do	do	8vo	336	2 50
Diseases of the Eye. By C. P. Hart. Illustrated.	Doerck & Tafel	New York, N. Y.	8vo	707	4 50
Homœopathic Therapeutics. By S. Lilienthal.	do	do	8vo	274	2 00
Text Book of Electro-Therapeutics and Electro-Surgery. By John Butler.	Harper & Bros.	do	4to.		
Operative Surgery. By J. M. Carnehan, M. D. Parts I-V. With litho- graphed plates.	Francis Hart & Co	do	8vo	541	4 00
Homœopathy. The Science of Therapeutics. By Carroll Dunham, A. M., M. D.	Macmillan & Co.	do	12mo.	8 + 291	1 75
Clinical Lectures on Diseases of Bone. By C. Macnamara.	do	do	8vo	145	2 50
On Defects of Vision which are Remediable by Optical Appliances. By Robt. Brudenell Carter.	do	do	18mo.	64	60
Practical Chemistry for Medical Students. By M. M. P. Muir.	do	do	8vo		6 50
Text Book of Physiology. By M. Foster, M. A. Illustrated. Second edition revised and enlarged.	G. P. Putnam's Sons	do	18mo.		1 00
Manual of Nursing: Prepared under the direction of the Training School for Nurses, Bellevue Hospital.	do	do	16mo.		90
A Manual of Prescription Writing. By Matthew D. Mann, M. D.	Scribner & Welford.	do	12mo.		3 00
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Quain's Elements of Anatomy. Edited by Wm. Sharpey, M. D., A. Thompson, M. D., and A. E. Schäffer. Eighth edition. 2 vols.	do	do	12mo.	348	2 00
The Elements of Therapeutics. By Dr. C. Buz. Translated by Edw. I. Sparks, M. A.	do	do	16mo.	127	1 00
Notes on the Treatment of Skin Diseases. By Robt. Living. Fourth edi- tion, revised and enlarged.					

TABLE XXIII.—*Publications, educational, historical, &c., for 1878, &c.—Continued.*

Name of book and of author.	1	2	3	4	5	Price.
MEDICINE AND SURGERY—Continued.						
Injuries of the Eye, and their Medico-Legal Aspect. By Ferdinand von Arlt. Translated by Chas. S. Turnbull, M. D.		Claxton, Remsen & Haffel- finger.	Philadelphia, Pa.	12mo.	198	\$1 25
The Science and Art of Surgery. By John E. Erichsen. From seventh English edition. 862 engravings. 2 vols.		Henry C. Lea	do	8vo		8 50
Action of Medicines. By Isaac Ott		Lindsay & Blakiston.	do	8vo	108	2 00
The Cell Doctrine. For the use of students. Also a Bibliography. Second edition, revised and enlarged. Illustrated. By J. Tyson.		do	do	12mo.	202	2 00
Handbook of the Practice of Medicine. By M. Charcote, M. D.		do	do	12mo.	336	2 00
Human Osteology. By Luther and Dorian A. Holden. With 62 plates.		do	do	8vo	286	5 50
Lectures on Diseases of the Nervous System. By Samuel Wilkes		do	do	8vo	472	5 00
A Manual of Practical Hygiene. By E. A. Parkes. Fifth edition		do	do	8vo	733	6 00
Practical Gynaecology. By H. Smith. Illustrated.		do	do	12mo.	205	2 00
A Practical Manual of Diseases of Children. By Ed. Ellis. Third edition		do	do	8vo	390	2 50
Practical Surgery. By J. Evelyn Means. 277 illustrations		do	do	12mo	279	2 00
Practical Treatise on Animal Surgery. By H. M. Jones. Illustrated		do	do	12mo.	172	1 50
Handbook of Nursing. Published under direction of Connecticut Training School for Nurses.		J. B. Lippincott & Co	do	12mo.	266	1 25
Handbook of Ophthalmology. By Prof. Schweigger. Translated by Dr. Porter Farley. Illustrated.		do	do	8vo		4 50
The Principles and Practice of Surgery. By D. Hayes Agnew, M. D., LL. D.		do	do	8vo		7 50
Vol. I. Illustrated.		do	do	8vo		Paper, 25
University Hospital Clinics. A Series of Clinical Lectures. By Wm. Pepper, R. A. F. Fenrose, H. C. Wood, Jr., and Wm. Goodell.		do	do	8vo		
MUSIC.						
(See Archaeology, Fine Arts, and Music.)						
NATURAL HISTORY.						
Manual of the Vertebrates of the Northern United States. By Prof. D. S. Jordan. New and enlarged edition.		Jansen, McClurg & Co.	Chicago, Ill.	12mo.	407	2 50
Forms of Kentucky. With 69 etchings and 6 wood cuts. By John Williamson		J. P. Morton & Co	Louisville, Ky	12mo.	154	2 00
Questions in Preparatory Botany. By Chas. W. Stone.		Lockwood, Brooks & Co	Boston, Mass	16mo.		Paper, 30
The Native Flowers and Ferns of the United States. By Thos. Meehan.		L. Prang & Co	do	Each 8vo.	16	Each, 50
Vol. I. Parts 1 and 2. Each illustrated.		do	do	8vo		Each, 50
Prang's Natural History Series for Children.						
Mrs. A. M. Diaz. Nos. 1-6. Colored plates.						

Ferns in their Homes and Ours. By John Robinson. Illustrated.	S. E. Cassino	Salem, Mass	12mo.	16+178	1 50
The Structure and Habits of Spiders. By J. H. Emerton. Illustrated.	do	do	12mo.	408	1 50
The Ancient Life History of the Earth. By Henry A. Nicholson, M. D. Illustrated.	D. Appleton & Co.	New York, N. Y.	Sm. 8vo.		2 00
Manual of the Anatomy of Invertebrate Animals. By Thos. H. Huxley	do	do	8vo.	587	2 75
Stock Breeding. By Manly Miles, M. D. Illustrated.	do	do	12mo.	7+424	1 50
Familiar Wild Flowers. First series. By F. E. Hulme. Colored plates.	Cassell, Petter & Galpin.	do	12mo.	16+130	5 00
Zoology of the Vertebrate Animals. By Alex. Macalister. Illustrated.	Henry Holt & Co.	do	16mo.	12+164	60
New Flora of North America. By Asa Gray. Part I.	Ivson, Blakeman, Taylor & Co.	do	8vo.	402	6 00
First Principles of Agriculture. By Henry Tanner	Macmillan & Co.	do	16mo.	95	45
Contributions to Natural History and Papers on other Subjects. By Jas. Simson.	James Miller	do	16mo.	210	1 25
The Bird World described with Pen and Pencil. By W. H. D. Adams and H. Giacomelli. Illustrated.	Nelson & Sons	do	8vo.		5 00
Chart of the Age of Domestic Animals. By A. Lianard	Orange-Judd Co.	do	12mo.		1 00
Practical Floriculture	do	do	12mo.		1 50
Mineralogy. (Advanced Science Series.) By J. H. Collins, F. G. S. Part I, The General Principles.	G. P. Putnam's Sons	do	12mo.	206	1 50
The Natural History of Atheism. By Prof J. S. Blackie.	Scribner, Armstrong & Co	do	12mo.		1 50
Manual of Determinative Mineralogy. By G. J. Brush. Third edition.	John Wiley & Sons	do	8vo.		3 50
Manuals of Mineralogy and Lithology. By James D. Dana. Third edition. Illustrated.	do	do	12mo.	8+474	2 00
Mastodon, Mammoth, and Man. By J. P. McLean	Williamson & Cantwell	Cincinnati, Ohio	12mo.		50
On the Plains and Among the Peaks. By Mary Dartt. Illustrated.	Claxton, Kousens & Haffelfinger	Philadelphia, Pa	16mo.	297	1 00
American Ornithology. By Alex. Wilson and C. L. Bonaparte. Illustrated. 3 vols.	Porter & Coates	do	4to.	{ 1168; also	7 50
Bibliographical Index to North American Botany. By S. Watson: Part 1, Polypetalæ.	Smithsonian Institution	Washington, D. C.	8vo.	{ 28 plates.	2 25
				476	
PHILOSOPHY AND LOGIC.					
Psycho-Physiological Sciences and their Assailants. By A. R. Wallace, Prof. J. R. Buchanan, and others.	Colby & Rich	Boston, Mass	12mo.	210	Paper, 50
Ethics, or Moral Philosophy. By W. H. Hill	J. Murphy & Co	do	12mo.	342	1 50
Supplement to the First Edition of the Methods of Ethics. By Henry Sedgwick, M. A.	Macmillan & Co	New York, N. Y.	8vo.		Paper, 75
Modern Materialism. By Rev. W. F. Wilkinson.	Thomas Nelson & Sons	do	8vo.	297	25
Comparative Psychology; or the Growth and Grades of Intelligence. By John Baskom.	G. P. Putnam's Sons	do	12mo.		1 75
Ontology; or The Philosophy of Knowledge and Being. By Prof. Henry N. Day	do	do	12mo.		1 75
The Ethics of Positivism. By Giacomo Baccalotti	Chas. P. Somerby	do	12mo.	327	2 00
PHYSICS.					
(See Mechanics and Physics.)					
POLITICAL AND SOCIAL SCIENCE.					
The Primer of Political Economy. By A. B. Mason and J. J. Lalor. New edition.	Jansen, McClurg & Co.	Chicago, Ill	12mo.	67	60
The Political Economy of Great Britain, the United States, and France in the Use of Money. By Hon. J. B. Howe.	Houghton, Osgood & Co.	Boston, Mass	8vo.	9+592	3 50
Journal of Social Science. No. 9	A. Williams & Co.	do	8vo.	176	Paper, 1 00

TABLE XXIII.—*Publications, educational, historical, &c., for 1878, &c.—Continued.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
POLITICAL AND SOCIAL SCIENCE.—Continued.					
Money is Power. By R. W. Jones. With over sixty statistical tables.	Bryan, Brand & Co.	St. Louis, Mo.	12mo.	.....	\$1 50
Political Economy. By W. S. Jevons. (Science Primer.)	D. Appleton & Co.	New York, N. Y.	16mo.	.....	45
The Commonwealth Reconstructed. By C. C. P. Clark, M. D.	A. S. Barnes & Co.	do	8vo.	216	1 50
Money. By Francis A. Walker.	Henry Holt & Co.	do	8vo.	16 + 550	4 00
Principles of Political Economy. By W. Roscher. From thirteenth German edition. 2 vols.	do	do	8vo.	{ 23 + 464 ;	7 50
Manual of Political Economy. By Henry Fawcett, M. P. Fifth edition, revised and enlarged.	Macmillan & Co.	do	12mo.	{ 6 + 465	3 50
Manual of Political Economy. By James E. T. Rogers. Third edition, revised.	do	do	12mo.	.....	1 25
Political Economy for Beginners. By Millicent Garrett Fawcett. Fourth edition, revised and enlarged.	do	do	18mo.	.....	1 00
Socialism. By Roswell D. Hitchcock.	A. D. F. Randolph & Co.	do	12mo.	111	75
Chapters on Political Economy. By Economy Price.	Scribner & Welford	do	12mo.	.....	5 00
Elements of Political Economy. By Prof. A. L. Perry. New edition.	Charles Scribner's Sons	do	12mo.	.....	2 50
The Elements of Political Economy. By Francis Wayland. Recast by Aaron L. Chapin, D. D.	Shelton & Co.	do	12mo.	21 + 403	1 75
Wealth of Nations. By Adam Smith. New edition.	R. Worthington	do	12mo.	780	1 25
Civil Government, for common schools. By H. C. Northam. Second edition.	Davis, Barden & Co.	Syracuse, N. Y.	16mo.	178	75
SOCIAL SCIENCE.					
See Political and Social Science.)					
SURGERY.					
(See Medicine and Surgery.)					
THEOLOGY.					
Handbook of Bible Readings. Edited by H. B. Chamberlain.	Fairbanks & Co.	Chicago, Ill.	Sq. 16mo.	171	50
Homiletical Index: A handbook of texts, themes, and authors, for use of preachers and Bible scholars. By J. H. Pettingell, A. M.	D. Appleton & Co.	New York, N. Y.	8vo.	.....	3 00
Henry's Commentary. In 5 vols.	Robert Carter & Bros.	do	8vo.	678	15 00
Outlines of Theology. By Arch. Alex. Hodge. Rewritten and enlarged.	do	do	8vo.	14 + 625	3 00
Theological Lectures. By W. Cunningham.	do	do	Cr. 8vo.	1, 421	3 50
The Portable Commentary. By Jamieson, Faussett, and Brown. New edition.	Thomas Y. Crowell	do	Cr. 8vo.	663	10 00
The Annotated Bible. 3 vols. By Rev. John Henry Blunt. Vol. I. Genesis to Esther.	E. P. Dutton & Co.	do	4to.	.....	.....
The Christian Creed. Its Theory and Practice. By Rev. S. Leathes, M. A.	do	do	12mo.	41 + 388	2 50

Classic Preachers of the English Church. Lectures at St. James's Church. With introduction by J. E. Kempe, M.A.	do	12mo	5 + 192
Eight Lectures on the Miracles. By Rev. J. B. Mozley, D. D. New edition of the Hampton Lectures for 1865.	do	12mo	336
Masters in English Theology. (King's College Lectures for 1877.) Edited, with historical preface, by A. Barry, D. D.	do	12mo	240
The New Testament Commentary for English Readers. Edited by O. J. Ellcock. In 3 vols.:			
Vol. I. The Four Gospels	do	4to	563
Vol. II. Acts-Galatians	do	do	6 00
Sermons by Rev. Phillips Brooks. Ninth thousand	do	12mo	6 00
Popular Exposition of the Epistles to the Seven Churches of Asia. By E. H. Plumptre.	do	12mo	1 75
Studies on the New Testament. By F. Godet, D. D.	do	12mo	2 00
The Student's Ecclesiastical History. By Philip Smith. Illustrated.	do	16mo	398
The People's Commentary. By Amos Bancy.	do	12mo	1 75
Origin and Development of Religious Belief. By S. Baring-Gould. Third edition. 2 vols.	do	12mo	706
The Bible of To-day. By Rev. John W. Chadwick	do	8vo	810
The Biblical Museum. By Jas. C. Gray. Vol. 2. Leviticus, Numbers, and Deuteronomy.	do	12mo	1 50
Biblico-Theological Lexicon of New Testament Greek. By Hermann Cremer. Translated from the German of the second edition.	do	12mo	1 50
Chronological Synopsis of the Four Gospels. By Karl Wieseler. Translated by Rev. Canon Vnables. Second edition.	do	4to	10 00
Our English Bible: Its Translations and Translators. With illustrations. By John Stoughton, D. D.	do	do	2 00
The Speaker's Commentary. Edited by F. C. Cook. Vol. I. St. Matthew, St. Mark, and St. Luke.	do	Cr. 8vo	2 00
Discussions in Church Polity. By Charles Hodge. Edited by Rev. Wm. Durant Lange's Commentary. Edited by Dr. Philip Schaff. Isaiah	do	8vo	6 00
Lectures on Mediæval Church History. By R. C. Trench	do	8vo	3 50
Popular Commentary on the New Testament. General editor, Dr. Philip Schaff. Vol. I. Matthew, Mark, and Luke. Illustrated.	do	4to	3 00
Manual of Instruction on Church History. By Rev. Geo. W. Shinn.	do	6 00	12 + 508
History of the Doctrine of a Future Life. By Wm. R. Alger. New edition.	T. Whittaker	18mo	152
Bibliography of the Doctrine of a Future Life. By Ezra Abbott. New edition.	W. J. Widdleton	16y. 8vo	1,017
Manual of Universal Church History. By J. Alzog. Vol. 3. Translated from the German by T. S. Exnne and F. J. Pabisch.	do	8vo	3 50
Outlines of Bible History. By J. F. Hurst. Revised edition, enlarged, with maps.	Robert Clarke & Co.	Cincinnati, Ohio	5 00
Systematic Theology. By Rev. Chas. G. Finney. Edited by President J. H. Fairchild.	Hitchcock & Walden	do	75
The Cambridge Bible for Schools. General editor, J. J. S. Perowne, D. D.	E. J. Goodrich	8vo	5 00
The American Episcopate. By Rev. Hermon G. Patterson, D. D.	J. B. Lippincott & Co.	Philadelphia, Pa.	do
	do	8vo	2 00

TABLE XXIV.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States for the year 1878.*

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Hill, Samuel.....	San Francisco, Cal ..	201, 672	Pencil holder.
Scollay, W. A.....	San Francisco, Cal ..	208, 639	Pencil clasp.
Perkins, Joseph.....	San Francisco, Cal ..	198, 812	Soluble ink pen.
Bailey, Charles A.....	Cobalt, Conn.....	203, 988	Educational appliances.
Hull, W. A.....	Meriden, Conn.....	201, 249	Inkstand.
Ratcliff, F.....	Meriden, Conn.....	201, 831	Calendar inkstand.
Mosman, David.....	New Britain, Conn.....	203, 757	Inkstand.
Hammond, F. P.....	Aurora, Ill.....	204, 726	Inking pad.
Hill, H. II.....	Chicago, Ill.....	205, 960	Arithmetical block.
Jeffery, T. B.....	Chicago, Ill.....	206, 950	Pen holder.
June, P. T.....	Chicago, Ill.....	198, 922	School desk.
Kimball, Edward.....	Chicago, Ill.....	209, 651	School desk.
Norgren, Martin.....	Chicago, Ill.....	209, 977	Adding machine.
Riekly, George C.....	Ottawa, Ill.....	209, 776	Pen and pencil clasp.
Stauffer, C. M.....	Berne, Ind.....	203, 210	Device for teaching music.
Huston, J. N.....	Connersville, Ind.....	209, 689	Blotter.
James, R. R.....	Rising Sun, Ind.....	209, 690	Adding machine.
Pies, J. P.....	Spades, Ind.....	204, 082	School desk.
Curtis, R. K.....	Wabash, Ind.....	202, 934	School desk.
Borland, William P.....	Leavenworth, Kans.....	205, 993	Adding machine.
Knight, J. Lee.....	Topeka, Kans.....	199, 721	Device for calculating percentage.
Wells, G. A.....	Hopkinsville, Ky.....	192, 883	Writing ink.
Blake, Charles W.....	Portland, Me.....	207, 101	Blackboard compasses.
Eastman, Henry W.....	Baltimore, Md.....	204, 011	Blackboard.
Albee, Amos.....	Boston, Mass.....	208, 278	Ink well.
Mason, Frank E.....	Cambridge, Mass.....	201, 630	Chart for key board musical instruments.
Thompson, John W.....	Greenfield, Mass.....	205, 201	Blackboard attachment.
Sellers, William.....	Haverhill, Mass.....	204, 169	Combined pencil sharpener and eraser.
Luther, B. G.....	Hebronville, Mass.....	210, 041	Folding blackboard.
Prince, W. M.....	Pittsfield, Mass.....	202, 465	Pen.
Elsey, George.....	Springfield, Mass.....	203, 252	School desk.
Elsey, George.....	Springfield, Mass.....	210, 192	Inkstand.
Burt, John.....	Detroit, Mich.....	209, 455	System of ventilation.
Clay, Mark W.....	Oronoco, Minn.....	207, 255	Adding machine.
Bowman, T. S.....	St. Louis, Mo.....	206, 924	Numbering machine.
Lucken, D. H.....	St. Louis, Mo.....	205, 165	Copy book.
Trickie, Abbie G.....	Manchester, N. H.....	209, 307	Alphabet block.
Cleveland, O.....	Jersey City, N. J.....	208, 154	Holder for lead pencils.
McGee, F. W.....	Rutherford, N. J.....	207, 883	Drafting pencil.
Bell, George C.....	Brooklyn, N. Y.....	202, 632	Educational and advertising card.
Gundlach, Ernst.....	Brooklyn, N. Y.....	198, 914	Object glass for microscopes.
Stewart, W. W.....	Brooklyn, N. Y.....	205, 200	Fountain pen holder.
Christey, Arthur.....	Buffalo, N. Y.....	203, 464	Pencil clasp.
Beach, William W.....	New York, N. Y.....	203, 414	Blotter and moistener combined.
Boman, C. W.....	New York, N. Y.....	209, 449	Pencil holder.
Hoffman, Joseph.....	New York, N. Y.....	204, 041	Pen holder.
Hoffman, Joseph.....	New York, N. Y.....	210, 256	Ruling attachment for pen holders.
Moss, J. C.....	New York, N. Y.....	200, 328	Ruling pen.
Moss, J. C.....	New York, N. Y.....	200, 216	Parallel ruler.
Parsons, Charles C.....	New York, N. Y.....	201, 283	Composition for crayons.
Richmond, H. and W. S.....	New York, N. Y.....	203, 372	Cancelling and writing ink.
Soltmann, Gustav.....	New York, N. Y.....	199, 588	Quadrant parallel section line ruler.
Spellier, Walter P.....	New York, N. Y.....	204, 388	Inkstand.
Carlisle, J. II.....	Whitaker's, N. C.....	209, 158	Indexing apparatus.
Wilber, Francis A.....	Central College, Ohio.....	206, 378	School desk.
Holland, John.....	Cincinnati, Ohio.....	202, 654	Pencil.
Holland, John.....	Cincinnati, Ohio.....	202, 655	Fountain pen point.
Kaplan, Abe O.....	Cincinnati, Ohio.....	204, 492	Satchel desk.
Lawson, Reinhold.....	Cincinnati, Ohio.....	203, 549	Artificial slate pencil.
Davis, John R.....	Inland, Ohio.....	209, 385	Device for teaching involution and evolution.
Newkirk, Edward F.....	Newark, Ohio.....	208, 689	Detachable book cover.
Armstrong, Edward.....	Allegheny, Pa.....	200, 497	Device for indicating and automatically regulating the temperature of apartments.
Reisinger, James W. H.....	Meadville, Pa.....	205, 137	Blank book.
Reisinger, James W. H.....	Meadville, Pa.....	200, 762	Book and cover.
Edgar, John.....	New Bloomfield, Pa.....	204, 207	School desk.
Hulings, Marcus.....	Oil City, Pa.....	208, 822	Heating apparatus for buildings.
Swarts, J. W.....	Philadelphia, Pa.....	201, 067	Crayon.
Squires, Henry G.....	Pittsburgh, Pa.....	200, 581	Inkstand.
Rice, Moses M.....	Slatington, Pa.....	204, 505	Desk slate holder.
Hinkle, M. W.....	Memphis, Tenn.....	200, 911	Adding machine.
Fields, C. C.....	Abingdon, Va.....	198, 934	Adding register for pencils.
Bickers, G. R.....	Farmville, Va.....	201, 985	Pen holder.
Johanson, J. F.....	Yocum Station, Va.....	203, 430	Pen holder.
Bill, E. L.....	Wheeling, W. Va.....	209, 644	Adding machine.

TABLE XXIV.—*Improvements in school furniture, apparatus, ventilation, &c.*—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Howard, Cyrus B.	Wheeling, W. Va.	209, 169	Calendar inkstand.
Marshall, W. V.	Janesville, Wis.	196, 917	Rule for making straight and circular lines.
Merz, Henry.	Milwaukee, Wis.	204, 444	School desk.
Durant, Edw. G.	Racine, Wis.	207, 111	Blackboard.
Ewing, C.	Washington, D. C.	201, 401	Numbering machine.
Walter, R. L.	Washington, D. C.	200, 588	Drawing pen.
Loverin, Nelson.	Montreal, Quebec, Canada.	198, 749	Apparatus for teaching history, &c.
Anderson, L. C.	Ontario, Canada.	204, 876	Musical transposing board.
Sawyer, John.	London Bridge, England.	208, 037	Obtaining arithmetical results.
Klingspor, Friedrich, jr. .	Siegen, Westphalia, Germany.	204, 054	Inkstand.
Haviland, E. C.	Sydney, New South Wales.	205, 797	Pencil.
Roche, Robert F.	United States Army.	206, 136	Adding stick.

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[NOTE.—The reader is respectfully invited to consult the prefatory note on page 3, from which it will be seen that the arrangement of this book is such as to render expedient the omission of many entries in the index which would otherwise properly find place there.]

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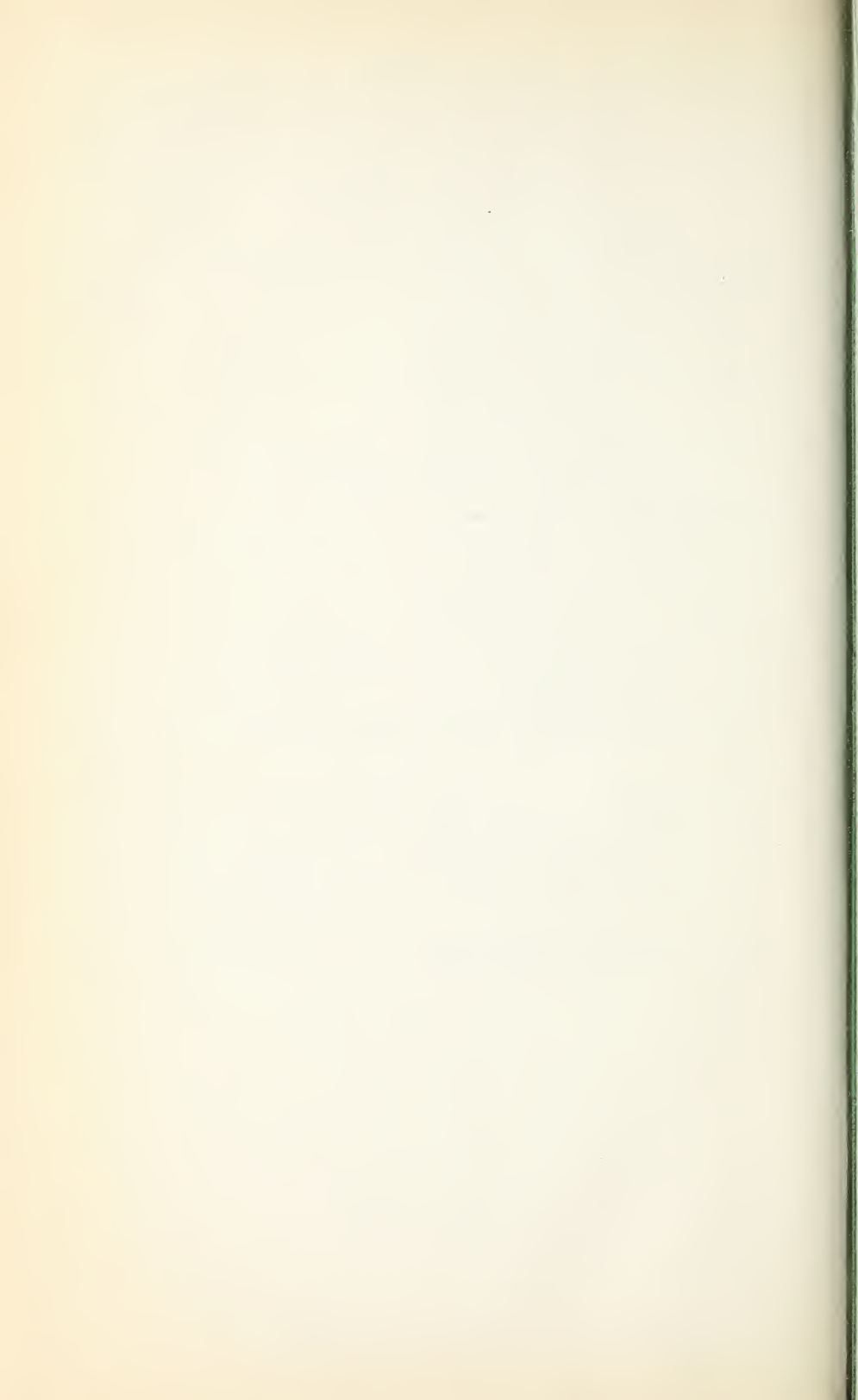
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